

The ATHLETIC JOURNAL



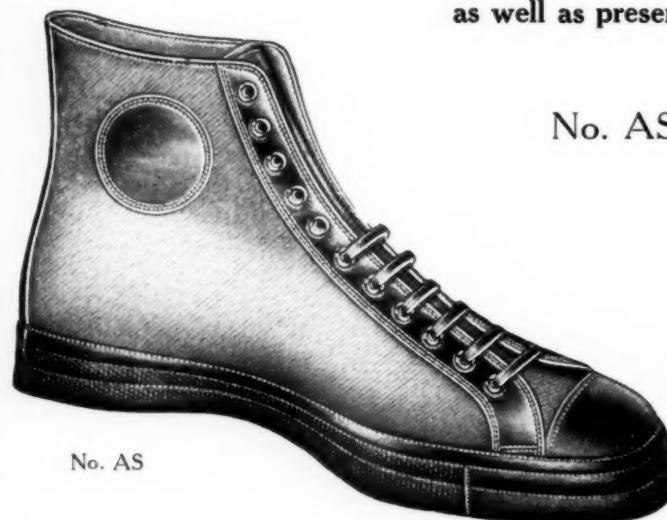
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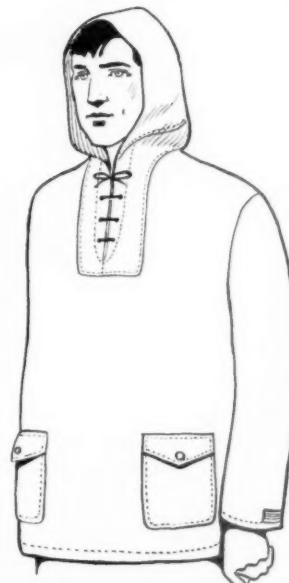
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A Basketball Survey

In keeping with the policy of the Athletic Journal to present as fully as possible a history of the development of the sports in the schools and colleges, an attempt was made last fall to study the types of football that were played in the different sections of the United States. The results of this survey were presented in the December and January issues of this magazine. Our study indicated that football technique is becoming more and more standardized. There is no longer an eastern, western, southern or middlewestern brand of football. Certain coaches in some sections of the United States may be more conservative in their football thinking than others but the fact remains that there is a marked similarity between the football played in all sections of the country.

This survey called for so many complimentary letters from the coaches that it was decided to attempt a similar study of the types of basketball being played throughout America. Consequently, we asked a large number of coaches in different states to analyze the style of basketball that was played last year in their tournaments and games and to submit the same to the Journal. We are presenting in this number of the Journal a composite study of their findings.

It would be interesting to know what style of basketball has been most popular this season in the schools and colleges. With this in mind we are calling upon our subscribers to send in voluntarily a resume of the outstanding features of the basketball they have encountered so far this season. If enough of these are received in time the editor will prepare the reports and present the same to the Journal readers in the March number. So that the reports may all embody practically the same study it is suggested that they be largely confined to answers of the following questions:

A. Defense.

What type of defense have you met most frequently in your games this year?

1. A set man for man defense.
2. A roving man for man defense.
3. A set five man defense with three up and two back where each man plays an opponent.
4. The three and two defense in which each man plays a zone.
5. What other defense?

B. Offense

What type of pass was most commonly used?

1. Did they feature the pivot?
2. Did they use the body check?
3. Did they play the ball or the man?

C. General

1. Was there an improvement shown in sportsmanship this year?
2. Does the officiating show improvement?
3. Is basketball increasing in interest?

If the coaches will co-operate by sending in to us their reports along the lines suggested we will be glad to present in turn the summary of the development of the 1926 game.

The ATHLETIC JOURNAL

VOL. VI

FEBRUARY, 1926

No. 7

CONTENTS

Basketball Plays.....	3
<i>By High School Coaches</i>	
Types of Basketball Play.....	6
Class Boxing.....	11
<i>By R. F. Nelligan</i>	
The New Field House at Iowa.....	15
<i>By Dr. Paul E. Belting</i>	
How to Coach a Basketball Team.....	17
<i>By H. A. Hunter Albert W. Dowden Clint F. Houser S. W. Wolf</i>	
Editorial.....	18
The Sportsmanship Brotherhood.....	28
<i>By Percy Creed</i>	
The Place of Athletics in an Educational Program.....	30
<i>By President Ernest Hopkins</i>	
The Five Man Defense.....	38
<i>By J. W. Coleman</i>	
What the Editors Say About Athletics.....	42

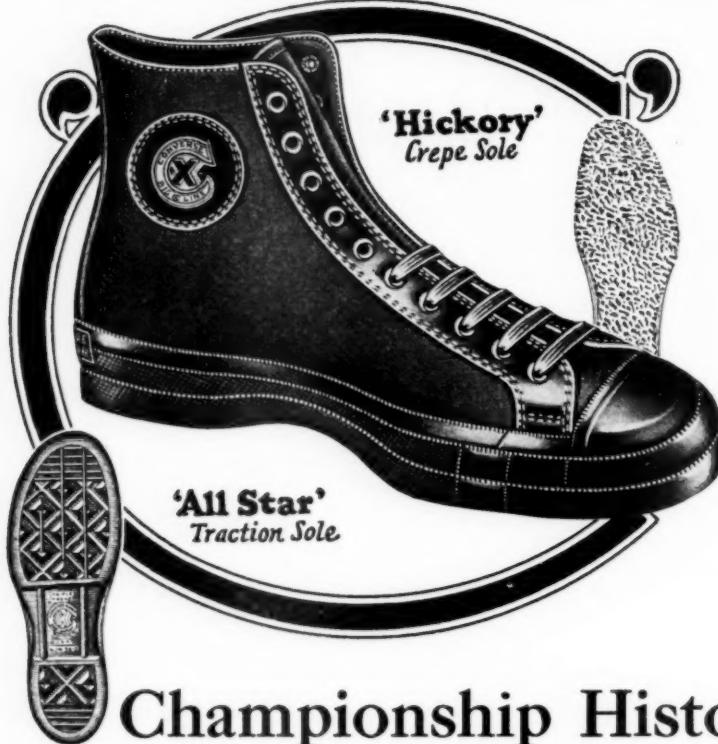
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Basketball Plays

By High School Coaches

The Plays Herein Shown Were Awarded the Prizes for the February Journal

IF WE judge from the reports which appear in another article in this issue of the JOURNAL regarding the types of basketball that were common last season and if we judge from the plays submitted for the basketball contest prizes, we may assume that the coaches of today are giving considerable time and thought to the questions of how best to advance the ball through a set five-man defense.

The first play which follows was submitted by Worth Stoneburner, basketball coach of Ketchikan Public Schools, Ketchikan, Alaska. The play, designed to be used against a five-man defense, works best when the opponents have had time to assume their defensive positions. 5, the rear guard, either dribbles into position or receives the ball when fairly close to the opposing defensive center. 1, 2 and 3 take up positions behind the defense as indicated. 3 shifts about under the goal and 1 and 2 converge to the middle of the defensive formation. 2 keeps well over to the side line and comes in at right angles between the lines of defense. 4 comes up the court from the rear to receive a pass from 5, or 5 may if he chooses

A great many plays were submitted for the January Journal contest prizes. Some of those which were not used in that issue are herewith presented. It has been gratifying to find that so many coaches were interested enough in this contest feature to send in their favorite plays. Practically every play showed that the coach who designed it had given thought to the strategy of basketball.

pass directly to 2. 5 should feint to the opposite direction from that to which the pass is intended to go. All passes through the first line of defense should be bounce passes. If 4 receives the ball from 5, he may either pass to 1, 2 or 3 or dribble in for a shot. The start of the play may be deliberate but after 5 passes to 4, the action should be hurried. Care must be exercised so as to have perfect timing.

The second diagram is an out of bounds play which is designed to penetrate the five-man defense. It was submitted by Donald Le Galley,

Shelby, Ohio. The guard 5 who has the ball out of bounds passes in to the center 3, who in turn passes to the running guard 4. When this action is taking place, the forwards 1 and 2 run down to the corners so as to draw the defensive guards out toward the side lines. The stationary guard 5 crosses the floor and slowly comes down the opposite side line so as to receive the ball from guard 4 in case the latter is rushed. The guard 4 dribbles the ball slowly toward the basket, feints to shoot while the center 3 attempts to draw the opposing center X3 over to the opposite side and further 3 fakes toward the opposing forward X1. 3 then turns quickly and cuts in back of center X3 and receives a bounce pass from the guard 4. 3 then has two alternatives. He may dribble once or twice, then shoot for the basket or in case either guard X4 or X5 leaves his forward to block the shot, the center 3 may pass to either forward for a shot at the basket. If the defensive forward X1 follows the center 3, 4 may pass to 5 and the latter should then have a chance to dribble in and shoot for the basket. If this happens, 4 would go back on defense, taking the sta-

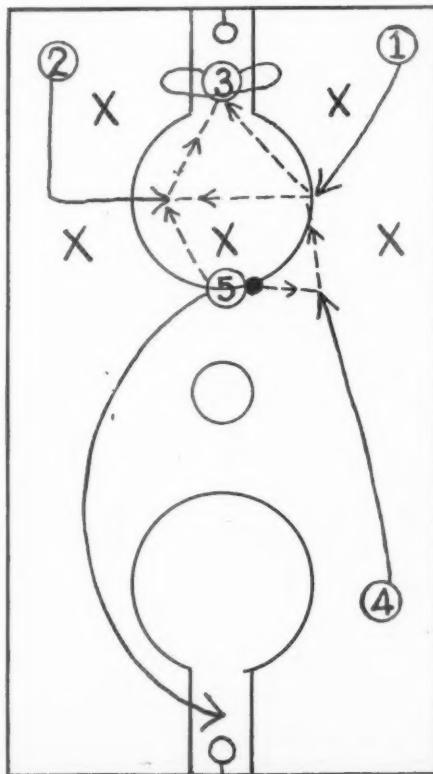


Diagram 1

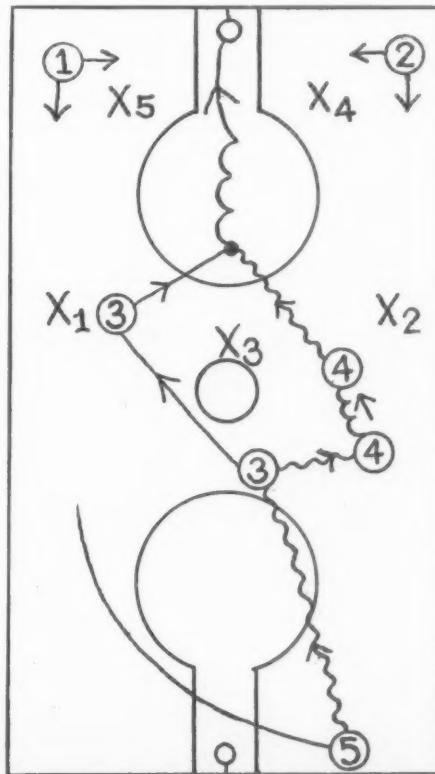


Diagram 2

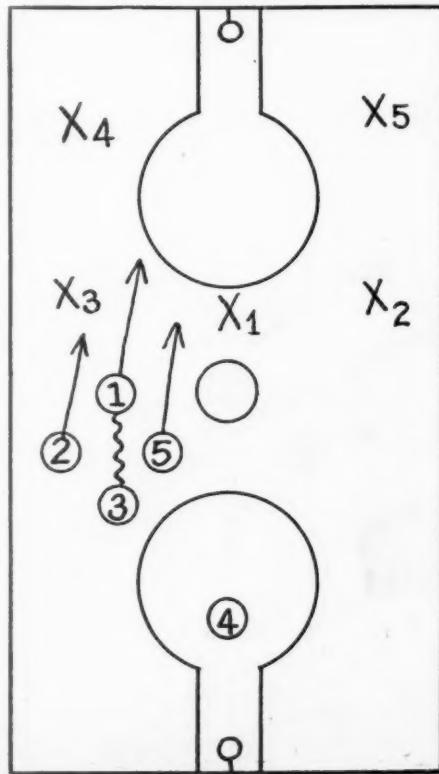


Diagram 3

tionary guard's place. The success of the play depends largely upon the ability of the guard 4 to fake a shot before making a bounce pass to 3 and also upon the cleverness of the center 3 in engaging X1 and X3 and in his maneuvering into a position back of X3.

The third play was contributed by Ralph E. Wiley, Marysville, Kansas. Like the other two plays already described, it is designed to penetrate the five-man defense. After the defense has been set by the opponents, the men on offense line up in the formation of a letter V, 2 on one side and 5 on the other side. The center 1 is at the point of the V. 3 should be the best dribbler on the team. The ball is passed to him and he then dribbles between 2 and 5, as these men advance down the floor, keeping even with them and one step behind 1. On approaching the first line of defense, 5 stops near X1. 2 follows the same tactics with X3. 1 interposes himself between X4 and the man who is dribbling. 3, the dribbler, then dribbles in or takes a shot from the foul circle.

The fourth diagram illustrates an out of bounds play which was submitted by R. L. Jordan of St. Johns School, Bangor, Maine. The running guard 4 has the ball out of bounds under his own basket. Forward 1 crosses to the opposite side of the court as indicated. Forward 2 cuts between his center 3 and the latter's opponent thus allowing 3 to come in

toward the basket. 4 fakes a pass to 1 but passes to 3, who either dribbles it and shoots or passes to forward 1. 4 takes the side of the court left vacant by 1 and is then in a position to receive a return pass or play the follow up shot made by 3. 5 moves over into a defensive position in the center of the floor.

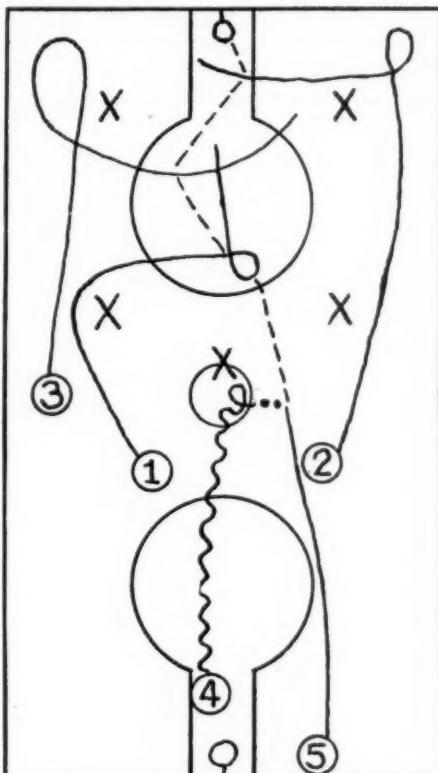


Diagram 5

Diagram V was sent in by E. H. Mellon, coach of the Waverly township High School, Waverly, Ill. It is to be used against a five-man defense. It is assumed that 5 has recovered the ball in enemy territory or has it out of bounds. He passes to 4 who dribbles down the center, pivots and then passes to 5 who rushes by to pass to the center or to one of the forwards. When 4 passes the ball to 5, the former will be between the center and the receiver of the pass. 4 may dribble up to the center and as an alternative play may then bounce pass through to 1 who has hurried around back of the center. 2 and 3 dash into the corners to draw the guards back and then criss-cross out to receive the ball from 1 or 5 as the case may be.

W. B. Adams, Princeton, Minnesota, is the originator of play number six. It starts from a play at center, the ball being tipped to 2. 3 cuts over to pull the guard with him and 2 executes a hook pass to 4, who has gone down the side line. The center 1 takes a defensive position after the tip off.

Play No. 7 was submitted by P. C. Becktell, Coach of the West Liberty High School, West Liberty, Ohio. This play is to be used against a five man defense. Number 2 dribbles up to the first line of defense and then pivots and passes to 4. When 2 pivots, Number 3 circles around X2 and Number 1 goes in and comes back to meet the pass. After Number 2 pivots he runs

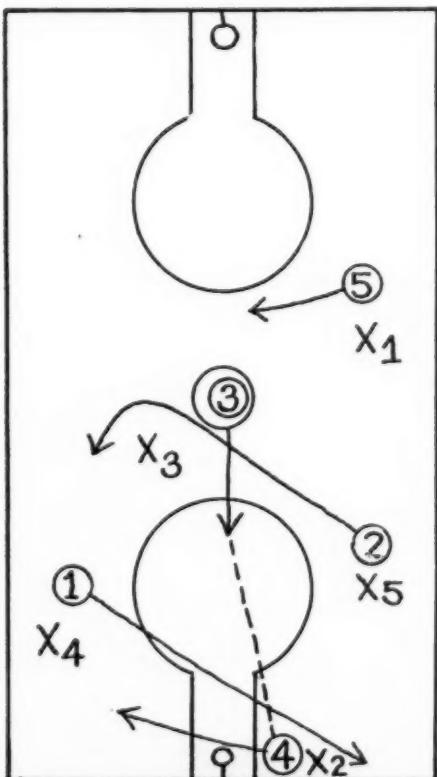


Diagram 4

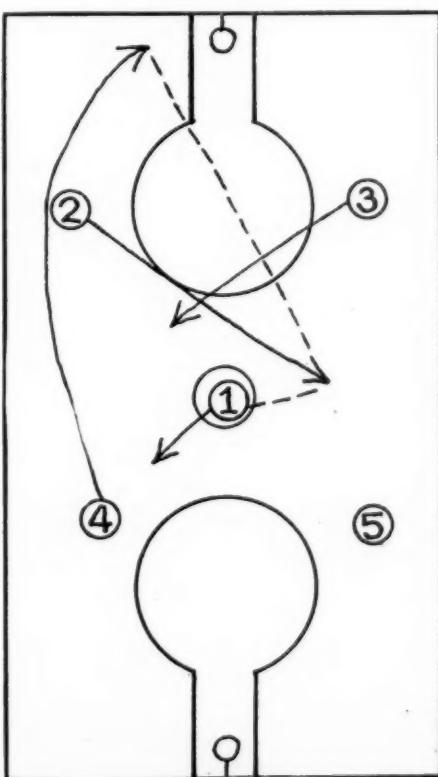


Diagram 6

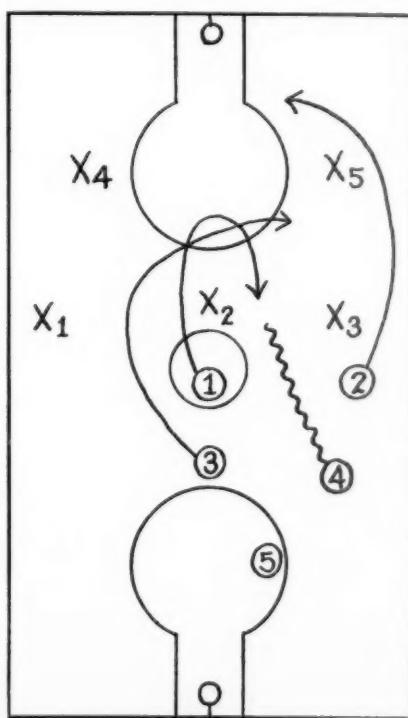


Diagram 7

for a position under the basket as indicated and Number 4 dribbles up to the first line of defense. He may then pass to either 1, 2 or 4. If he can not pass to either one of these men he snaps the ball back to 5. Number 4 in this case plays Number 5's position and 5 dribbles up to the first line of defense, Numbers 1, 2 and 3 moving toward him to receive a pass.

I. D. Stockebrand, Basketball Coach and Director of Athletics, Yates Center High School, Yates Center, Kansas, has contributed the play as shown in Diagram 8. In this the center tips the ball behind him and X1 comes in for the ball and passes it to X4 who dribbles in and shoots for the basket or passes to X2 who has crossed over into the other corner of the court. Number X3 plays for a follow-up shot. The success of the play depends upon proper timing, especially must X1 and X4 time the play properly.

John E. Williamson, Hominy, Oklahoma is the author of the play No. 9. In this play the guard passes the ball in from under the opponent's basket to the center who dribbles directly toward the center man on defense and then passes to the guard as indicated in the diagram. The guard makes a bounce pass back of the center. If either of the defensive guards play the offensive center, he passes the ball to one of the forwards in a corner of the court.

J. M. Wickham, Columbia Falls, Montana, has submitted the play as outlined in Diagram X. This play also is designed to break up the five-man defense. 1 goes through first and stops near D. When the play

starts, he cuts across to draw D out of position. 4 dribbles straight toward A, then pivots and hands the ball to 3 who dribbles in for a shot. 2 starts with 4, keeping between 4 and B.

The play as shown in Diagram XI won a prize for Joseph Hermann, athletic director, Dover High School, Dover, Ohio. The play works best after a lapse in the game as at the

start of a quarter or after time out. Guard 4 feints to get the tip-off and then moves down the side line and cuts for the basket. Forward 3 crosses over in the hopes that he will cause his guard to follow him. Forward 2 crosses, getting the tip-off on the right of center. He hook passes to guard 4 who in turn shoots or pivots and passes to the trailing forward 3. If 2 finds that he can not execute this play as he intends, he may bat the ball to guard 5. In case the play does not work, both 1 and 5 are in defensive positions.

Analysis of Basketball Plays

The editor has asked one of the leading basketball authorities in the country to write a criticism of the basketball plays which appeared in the January JOURNAL. This is for the purpose of bringing out in an analytical way the strong and weak points in basketball attack. It is hoped that his discussion will suggest ideas to our readers that will help them to win some games. Following is his critique:

The idea back of this discussion on the basketball plays carried in the January number of the JOURNAL is not to be critical, but to examine them for the points of the game brought out by the plays.

The play in diagram 1 states that X3 has the option of passing to X1 or X2. Consider what is meant by option. It indicates that Mr. Burgett's Big Ten competition taught him not

(Continued on page 38)

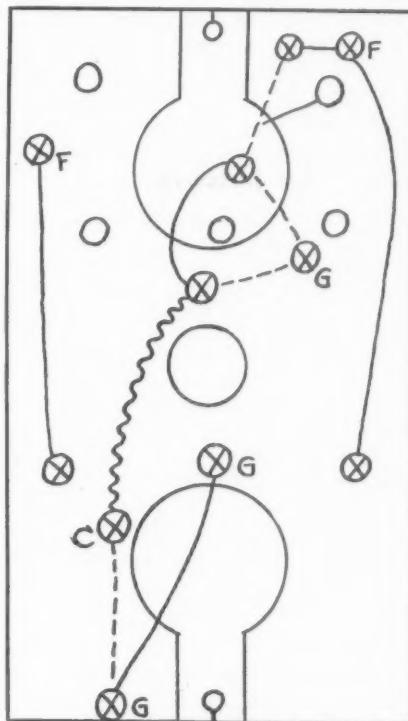


Diagram 9

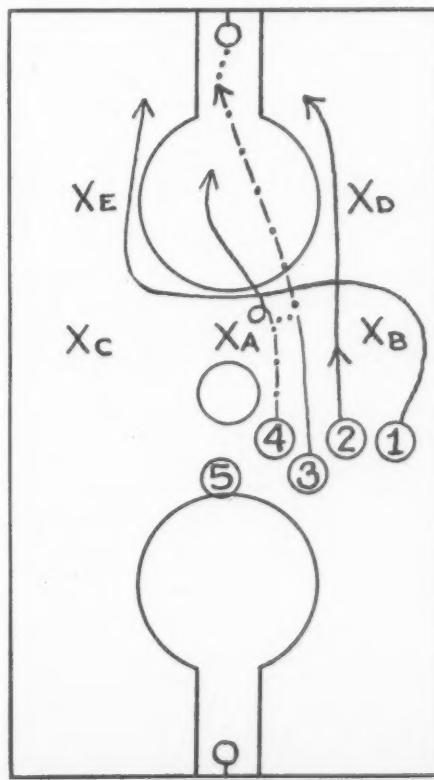


Diagram 10

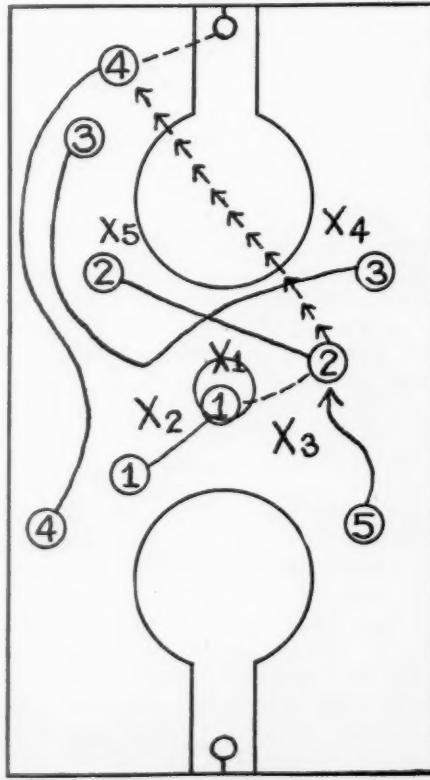


Diagram 11

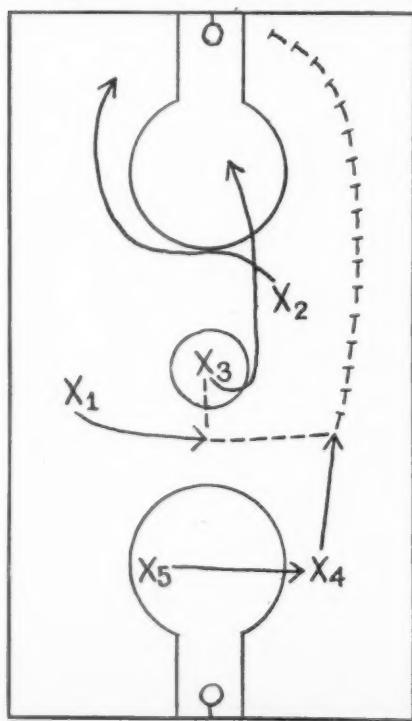


Diagram 8

Types of Basketball Play

Prevailing Styles in Basketball Offense and Defense Are Described in This Article

BASKETBALL is the greatest school and college sport, judged by the numbers playing the game. One state, Indiana, with eighty teams playing football boasts of seven hundred high schools that annually play basketball. For the purpose of presenting to the coaches a summary of the types of basketball that were played last year a number of successful coaches were asked to analyze the basketball played in their states last season and to present their opinions to the JOURNAL. Following are the deductions of these experts regarding the basketball played in the different sections of the country.

Colorado

V. E. Henriod, Director of Physical Education, Greeley High School, saw all of the outstanding high school teams in the state of Colorado last season. He reports that except in one or two cases the five man style of defense with three men up and two back was used. After the men took their position on defense, they played a territory or zone defense, that is, they never played an opponent as an individual but each man was responsible for certain space on the floor and if no opposing player was in this territory, he had no responsibility. The few exceptions were of teams that used the principle of three men up and two men back but these men each in turn picked an opponent as he went through and was responsible for him until the ball was recovered.

Mr. Henriod reports that the defense apparently was more highly developed in his state than the offense. Very few teams had a highly developed system of advancing the ball on offense and the majority of the teams were coached to break as rapidly as possible upon getting possession of the ball. In other words, they tried to get the ball down the court and score before the opponents could set their defense. If this failed, they then tried to work through the defense. Very few, however, used set plays for the purpose of penetrating the defense.

The most commonly used pass was the short two handed pass with now and then a bounce pass. Very few high passes were made but a long pass was frequently used to start the offense, especially if the ball had been recovered in the back court.

A study of the different styles of basketball played by successful high schools last year is presented herewith. At one time there was a marked difference between the kinds of basketball played in different sections of the country. Today there is less difference in the technic of the game than formerly.

The body check was not popular but the majority of the teams seemed thoroughly drilled in the use of the pivot. The best teams were well coached in the use of the dribble but in only a few cases was the dribbler trailed by a team mate.

Connecticut

T. W. Garey, Basketball Coach of Torrington High School, advises that the man-for-man defense was most generally used in his state last year, some of the coaches, however, preferring the position defense with three men up and two men back. On offense the body check was not practiced and very few of the coaches apparently had taught the men to use the pivot. The two handed pass was most commonly used.

The outstanding characteristics were that the teams played position defense up to a certain stage, then turned into a man for man type of defense. Further, the teams that used the pivot were the most successful ones.

Georgia

The two outstanding characteristics of basketball as played in the Marshallville section last year, according to E. A. Wight, coach of the Marshallville team, were first, the use of the five man defense in which three men were up and two back, each playing his position; second, the short pass on offense. The types of offensive play were very similar varying chiefly in the speed with which the play was begun and the effectiveness of the passing.

Mr. Wight suggests that there was a tendency in his section to build an offense about one or two basket shooters. He suggests that this is partially due to the small size of the schools. He further adds that the coaches are recognizing the value of the pivot and

as a result more attention is being given to the pivot as a method of improving offensive play than heretofore.

Idaho

Mr. S. E. Kleffner, coach of the Rupert High School studied the teams that competed for the state championship last year. Although his team uses the man-for-man defense, he observes that many of the teams send four men up the floor and leave one man back. Most of the Idaho teams play the ball and not the man. They do not use the body block and so far have not featured the pivot. The bounce pass was not in favor, most of the teams preferring the two handed short pass or the one hand long pass.

Mr. Kleffner finds that basketball is improving in Idaho and that especially is the offense being rapidly developed.

Indiana

Indiana is recognized as one of the outstanding basketball states of the Union, possibly more boys per thousand students playing basketball in this state than in any other state. Chester Hill, coach of the Kokomo High School team, believes that the outstanding feature of Indiana basketball today is the ability of the boys in shooting baskets and their cleverness in handling the ball. Mr. Hill has been closely connected with basketball in Indiana for fifteen years and it is his opinion that the accuracy and skill in basket shooting has increased from eighty to one hundred per cent in that time.

This improvement, however, has not been due to inferior defensive work as the guarding today and the system of guarding practiced is better than ever before. Perhaps the improvement in team play has not progressed so rapidly as that in basket shooting.

According to Mr. Hill, approximately fifteen per cent of the teams in the Kokomo section use a five-man and man-for-man defense. About five per cent use the three and two set defense but none of the best teams favor this plan. Perhaps five per cent use a zone defense but the prevailing type of defensive play is that in which four men play the floor and each man picks an opponent and stays with him. The fifth man is left to take care of the fast man who

comes under the basket and also is expected to get the ball on missed shots.

The successful teams were coached to play the ball and not the man and very few apparently were taught to use the body check. Only two of the twenty best teams in Indiana featured the pivot. The short push pass and a two-handed pass were most in evidence, a few using the bounce pass and now and then a high long pass.

Illinois

Elgin High School, under the coaching of Clifton E. Adams, won the state championship of Illinois. His team won twenty-four out of twenty-six games and averaged twenty-five points per game to their opponents' fifteen points. The majority of high school teams in northern Illinois used the five-man defense last year. In this, three men played near the center of the floor and two men back by the free throw line. Mr. Adams used the man-for-man defense and stressed close guarding. Elgin played ten tournament games with the same five men, and in the seventeen days of tournament playing, according to Mr. Adams, the boys were not any more fatigued than their opponents who used the five-man defense.

The majority of the teams played the ball on offense and featured the pivot only as a means of preventing the guard from getting his hands on the ball. The two-handed short pass was most commonly used and the overhand hook pass for long shots down the floor. Four men were commonly used to advance the ball up the floor and one was left back on offense.

Many teams attempted to use the criss cross, shifting revolving type of offense, which went well until it came in contact with a five-man defense. Not many of the teams had a well organized system of passing. After the men had succeeded in getting past the first line of defense, the ball was usually passed to any man who happened to be free. A number of teams featured dribbling and advanced the ball by a dribble to the center of the floor.

Ralph D. Brown, basketball coach at Waukegan High School, found that the majority of his opponents played a three and two five man defense, in which some were coached to pick the men coming through and others to play a zone defense. On offense, he observed that most teams played the ball and very few body checked their opponents. The pivot, while used rather extensively, was still undeveloped.

Mr. Brown reports that the coaching in his section of the state was of a high order and that the basket shooting of the boys in the tournaments was most excellent.

Iowa

Ralph Sarff, director of physical education and basketball coach at Waterloo, found that the best teams in his state last year followed the plan on defense of having the men stationed in two lines, three in one and two in the other. Three of the best teams using this method played the zone defense and the others followed the plan of having their men leave their set positions and follow an opponent when he went through the first line of defense.

On offense very few of the coaches taught their men to body check their opponents. The majority of the teams featured the pivot but this technic was not developed in the high schools as it is in the middle western colleges and universities. The short pass was most commonly used. The teams in Iowa were very evenly matched last year, no one team clearly outclassing its opponent. All of the championship games were real battles and were won by narrow margins.

Kansas

A. R. Young of Wichita advances as his opinion that with very few exceptions the five-man defense with two in the rear and three in the front was favored in 1925. As the men on offense came into scoring territory,

the men on defense each picked an opponent and stayed with him. One team used the straight zone five-man defense. Many teams attempted to combine the man for man and zone defenses but in most cases the defensive man stayed with the offensive opponent as long as he was in scoring territory.

On offense the teams played the ball although some used the body check and the pivot and block. The pivot was an essential part of every team's offense. The two hand push pass and the bounce pass were used quite commonly.

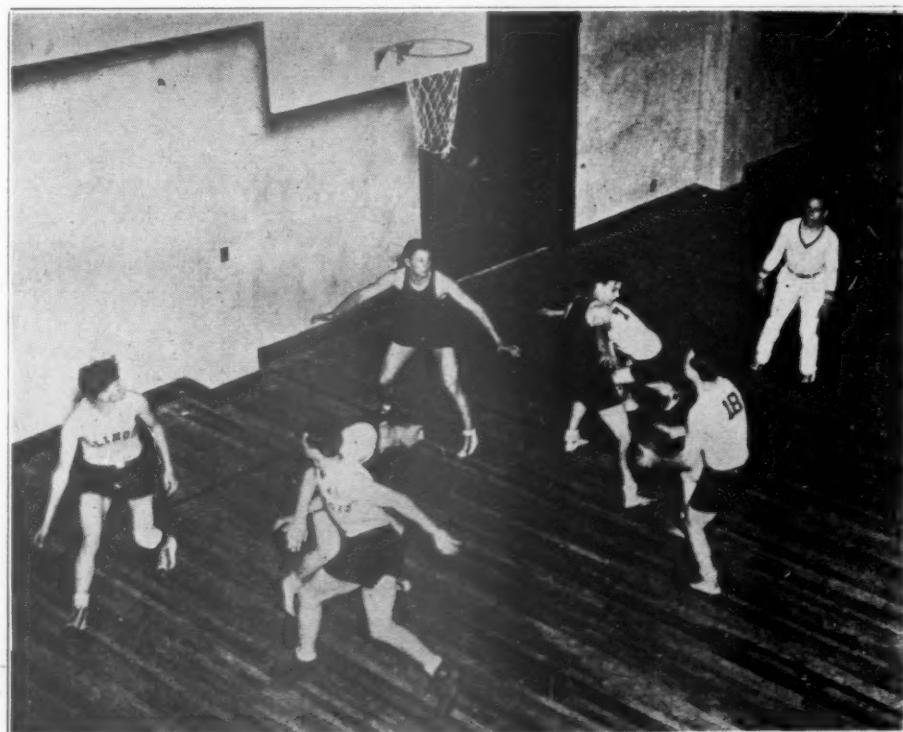
The outstanding characteristics of basketball play in Kansas last year were the development of the five-man defense and an offense featuring a change of pace. In this system of offense the teams maneuvered deliberately until an opening was presented, when they drove in toward the basket with a burst of speed.

Massachusetts

In this state the three and two-man set defense was favored. The men played the ball rather than the man on offense and favored the short two-handed pass with now and then a bounce pass. Defensive play was highly developed in Massachusetts last year with the result that many long shots for the basket were made.

Minnesota

E. F. McKee, coach of the Mechanic Arts High School team at St. Paul, that won the state champion-



The University of Illinois Basketball Team in Action.

U. & U.

ship last year, had a high scoring combination, all five of his men being dangerous under the basket. The majority of the other state championship contenders had one or two scoring aces. The best teams in Minnesota last year played the three and two-man defense system. They played the ball on offense, did not use the body check and did not develop the pivot to a high degree of efficiency. The short pass was popular throughout Minnesota.

Missouri

George R. Edwards, basketball coach at Westport High School, Kansas City, gives the following summary of basketball as played in the high schools of his section.

"Almost without exception, the teams in this locality rush back as soon as the ball is lost, and form a defense with three players across the court just back of the middle, and two about the free throw line. As the opposition enters this area a combination of the zone and man-for-man systems is used. At first the zone scheme is used, and then, as the defense falls back, each player selects an opponent to guard. A few teams concentrate on one of the two systems with such effective results that which is the better is a matter of argument. The predominating type, however, seems to be a cross between the two systems with stress placed on one or the other according to the type of offense faced.

"Recently the play of the offense has almost entirely broken away from the centering of plays around one good basket shooter. The team is the thing. As one coach expresses it, 'No longer do I worry about one star being off form. Team play permits others to share the job of making points.' In general the scheme is to send three men ahead of the ball, one with it, and one behind. The method of carrying the ball through the defense has several variations, with the so-called 'waiting offense' most used. A player dribbles almost to the first line of defense where he stops. First one and then another of the three players ahead dart for openings. At the first favorable opportunity the one in possession of the ball passes to his open teammate. In case the waiting player is covered by an opponent, the ball is passed to the one behind, who then advances by a dribble almost to the first defensive line.

"Many teams refuse the opportunity to break rapidly to offensive play before opponents can form a suitable defense in order to bring the ball slowly up the court with a sudden thrust through to a shot. This

scheme calls for many long shots most of which are threats to keep the defense open. Short shots, then, are usually the result of rebound play rather than passing.

"On the more successful teams the dribble is seldom overworked, although occasionally an expert in it will be used to tantalize a defense. Short dribbles of two or three bounces, however, are common when the team decides to rush its scoring plays.

"The use of the pivot is becoming more and more common until a guard, who cannot cover a pivoting forward fairly well, finds himself overwhelmed. Offense players depend on the pivot to put them into the open more than on the start and stop scheme.

"The short-pass system, as used by several teams in the Western and Missouri Valley Conferences, is not used in this section by the high schools. They seem to prefer the longer pass, although the extreme length once resorted to is seldom seen. The two-hand pass and the overhead hook pass are the most popular. The

bounce pass seems to have passed the peak of its popularity.

"In general I would say that the plan used by most teams to score seems to be to bring the ball slowly to the first line of defense. Then by a quick pass an attempt is made to get between the two defensive lines where a quick and comparatively long shot is tried. The follow up of the shot and hard fighting on the rebound constitute the third phase of offensive play.

"Kansas City boasts of some fifty-six hundred players on about seven hundred teams, each with a considerable following. The games of the interscholastic league are played in the largest auditorium in the city where, on the average, nine thousand spectators watch each contest. Clean, fast play by the teams, excellent officiating, sportsmanlike rooting by the supporters are features of these contests.

"One of the factors contributing to the popularity of the game is the Kansas City Basketball Officials' Association composed of fifty men who handle practically all contests within the city. These men have held some ten meetings to discuss interpretations of the rules, and have invited referees of national prominence to speak before them. Thus, you see, players on all teams have uniformity in officiating.

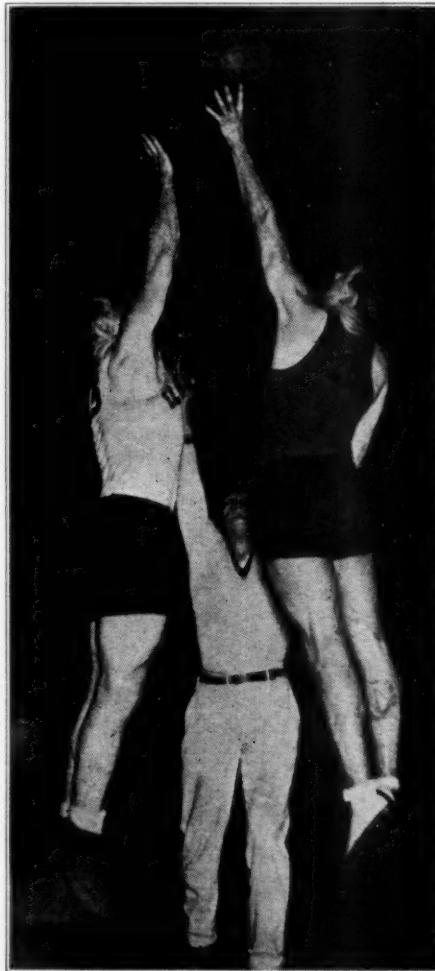
"To me, then, the most noticeable and pleasing developments of the game here have been: 1. The use of team play rather than the brilliance of one individual to win the contest. 2. Competent and uniform officiating. 3. Fine sportsmanship on the part of both players and spectators. 4. The rapidly increasing number of teams as well as spectators."

New Jersey

Amasa Marks, basketball coach, Passaic, reports that in his state coaches favored last year a defense in which four men played the floor and one man stayed back. The teams as a whole were taught to play the ball and not the man. They did not body check and while many used the pivot, this was not highly developed. Dribbling was not favored as a means of advancing the ball down the court but offensive team play was used.

North Dakota

D. E. Perry, coach of the Devils Lake basketball team, reports that the majority of the teams in his section last year favored the three and two-man type of defense in which the men played their opponent, when they came through. On offense, the teams played the ball, did not block off



U. & U.
The center tips the ball with the ends of his fingers and does not slap it with the palm of his hand.

opponents with their bodies and featured the pivot.

The high pass with now and then a bounce was commonly used. The characteristics of basketball in North Dakota last year were, first, the emphasis placed on the five-man defense, and second, the development of a three-man offense.

Nevada

N. O. Schneider, coach of Tonopah High School, the team that represented Nevada at the National Interscholastic last year, advises that the majority of the teams in his section played the five-man defense with two men up and three back. On offense the better teams played the ball while the poorly trained and slow teams showed a tendency to play the man, this of course usually resulting in a rough game. Only a few teams in Nevada featured the pivot and most of them used the long high pass. Tonopah, however, played a short passing game with a mixture of bounce and two-handed passes with an occasional long pass. Mr. Schneider believes that the outstanding characteristic of the game last year was the emphasis placed on defense more than offense. Further, there was a development noticeable in the use of three or four men to work the ball in to scoring position, which resulted in improved team play.

Oklahoma

The following reports of basketball in Oklahoma were made by G. L. Skillern of El Reno and Avon Potter of Fairfax. Mr. Skillern says:

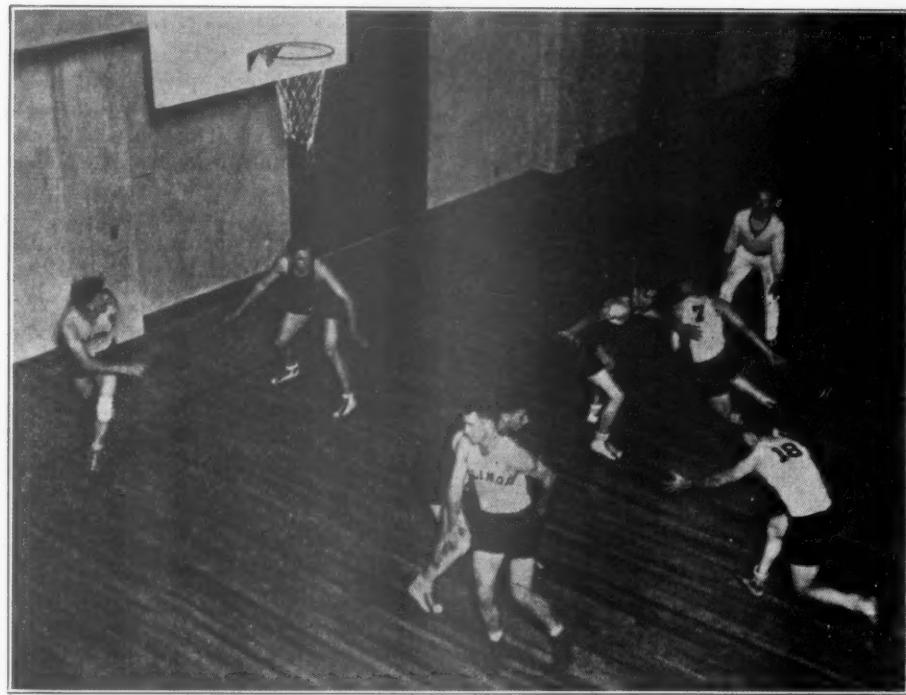
"The outstanding characteristics of the basketball played in the El Reno section last year were: better knowledge of the fundamentals, a stronger defense, and a short-pass, fast-breaking offense, with four men going down the court in most cases.

"The three and two five-man defense was used by all teams in this section. On offense, most of the teams played the ball; very little body checking was used; the pivot was used by most of the teams, the best teams being very good on the pivot; the two-hand pass was used most, with the bounce pass being the alternate with most teams.

"Basketball has improved noticeably in this section in the last three years. A smarter class of men are coaching the sport. Most all schools have good gymnasiums and the people like the game."

Mr. Potter writes:

"Oklahoma is young in basketball, due possibly to the popularity of football and to the rapid expansion in building requirements. The average



U. & U.

Player 18 has received a pass from out of bounds, has shot for the basket and is following in for a missed shot.



9254

P. & A.

Roy "Black" Posey, captain and forward of the University of Minnesota, shooting for the basket.

town gets a good gymnasium only after the necessities are provided.

"I mention this so that our style of defense will not be a surprise, for man-to-man defense on courts 65x40 is not successful. The zone defense was more successful and hence more

commonly used. Each guard covered his half of the court; if the ball came down the left guard's territory, the right guard came over to the middle of the court so that the left guard advanced to block a corner or angle shot. Most teams spotted a good pivot man on the free throw line. Then if the offense advanced the ball down to the left forward on defense, the right forward on defense being out of the play, covered the man on the free throw line or near that territory.

"The common formation on defense was three out and two guards back.

"On offense the Oklahoma teams played the ball primarily, shifting so as to cover the man. Concerning the body check, the man who was placed on the free throw line was used to block out a guard when a forward smashed in from the mid-court. If a guard drew out to cover the free shot player, by a quick pivot blocked this guard, a forward then rushed in behind for a short shot.

"The most commonly used pass was the underhand pass, with either hand. The ball was kept down low in both hands, and when opponents began to crouch, a quick hook pass was used. Bounce pass from out of bounds was effective at times but was too slow in close play.

"Most Oklahoma teams were careful to play up and down the middle of the court; corner shots were few. Most teams were able to get shots around the free-throw line, and forty-five degree angle shots. Most centers were excellent at "tipping in" shots. Out of bound plays were used effec-

tively by most teams. Nearly every coach had studied the book by Dr. Forrest Allen, and the frequent use of the three men back on tip off showed that the coaches had a knowledge of Dr. Meanwell's book. Few teams used the dribble successfully. Dribbling was resorted to on man-to-man defenses."

Oregon

Colton Meek, athletic director at Franklin High, Portland, has written the following very interesting summary of basketball in his section.

"There are three different types of defense used here in the Northwest. The poorer teams are still using the old man-to-man defense but I do not believe that any of the better teams used it last year. The defense that seems to be most popular at the present time is that of a three and two defense, which lines upon the floor, with the forward and centers out on the floor and the guards back under the basket. The forward lines let two men through for the guards to handle and they pick the other three.

"One or two good teams are using the zone defense. Each man guards a definite zone in front of the basket. This has worked well in some of the smaller gymnasiums but these teams have not as yet had much success on the larger floors.

"In regard to offense, most of the teams are playing a fast short pass, pivot and pass game. This game is new here in this district and probably will develop more in future seasons. Two or three of the teams have perfected it but the rest still have much to learn concerning it. For the most part they played the ball and not the man and plays were designed to use a body check but in high school ball very few of the men developed enough cleverness to body check properly. The colleges and clubs, however, used it continually. Most of the teams used the various forms of the pivot. The passes most commonly used were two-handed passes from the breast, underhand passes with one or both hands, and bounce passes. High passes were used straight from the shoulder but the average player did not use a hook pass. Foul shooting seemed to be more highly developed in the East at the Chicago National Interscholastic than it was in our section of the country. However, this may have been due to the class of competition universally met with in Chicago.

"Dribbling was also emphasized to a much greater extent by the teams we met in Chicago than the teams we met here in the Northwest.

"Summarizing, I would say that

the present tendency is towards a fast short-pass game with a continuous use of body check, pivot, and short passes, with a dribble only occasionally and with no long passes at all. The trend seems to be toward a five-man defense in which three men are forward and two back, the guards taking the first two men and the forward line the other three."

Pennsylvania

The following is from A. J. Everhart, basketball coach, Uniontown High School.

"In our section we have a variety of systems used. However, nearly all teams back up on defense, using a five-man zone defense, or pick their own man at the center of the floor and keep him covered until the ball is obtained. The teams using the zone defense back up, forming in two lines, three in front and two back.

"Most teams employ a short-pass offensive, in which the pivot plays a rather prominent part. Invariably the teams in this section play the ball, the official frowning upon any other method, and calling fouls when any attempt is made to play the man. Nearly all teams have plays that involve a body check. However, I have not found such plays very successful, as the boys do not become clever enough to get away with it. When they do manage to body check they do it so obviously that the officials call fouls. Two-hand passes are the rule, with the bounce pass used when working the ball through a five-man defense.

"The outstanding characteristic last year was the close observance of the rules, most teams being coached not to try to do anything for which a foul might be called. This condition was no doubt brought about by the officials, who called them close, and seemingly thought they had not earned their money unless they called eighteen to twenty fouls on each team."

Rhode Island

Joseph Nevins, basketball coach of Newport High School, reports that almost all of the teams in his section of the country used the three and two-man set system on defense. On offense they played the ball and did not body check opponents and some featured the pivot. The outstanding characteristic last year was the development of a very fast offense in which a short two-handed pass with now and then a bounce pass was used as a means of advancing the ball down the floor.

South Dakota

The five-man defense was favored by many of the South Dakota coaches

last season. In this defense the two guards played the first two men who came down past the center of the floor. While most of the teams were taught to play the ball, many attempted to use the body check and as a result some of the games were unnecessarily rough. The pivot was not featured and the long high pass was much in evidence. Basket shooting was stressed and many star scorers were developed.

Vermont

Edward D. Graham, director of physical education and basketball coach of Montpelier High School, reports that in his section of the country there was no one type of defense commonly used, but that without exception all of the teams kept one man back under the basket. Most of the teams after losing the ball rushed back and attempted to get set in a three and two formation. This type of defense worked especially well in tournament play when as a rule the men on offense were so tired that the defensive men could get down the court and set their defensive formation. In the regularly scheduled games, however, where teams started their play quickly when they recovered the ball, the defense was not at all strong, its great weakness being that it was not flexible enough to meet a fast offensive attack.

On offense the men were taught to play the ball; body checking was not common and not many of the teams excelled in the use of the pivot. The two-handed short pass and the one-handed hook pass were used effectively.

The outstanding characteristic for last season was the tendency manifested toward feeding the ball to one or two good basket shooters. As a result when these men were stopped, the team was checked offensively. A number of the schools in Vermont, where football or other fall sports were not played, started basketball early, played a long tedious schedule and as a result the men were burned out long before the season was over.

Washington

The schools in and around Clarksdale in the eastern part of the state last year played the three and two man-for-man system of defense. One of the characteristics of the basketball played in that section was the development of this five-man defense, in which the men broke quickly, the team made up of larger men seeming to excel. On offense the teams played the ball, did not use the body check and featured the pivot. The short

(Continued on page 47)

Class Boxing

The Following Arrangements Are Applicable to Class Instructions in Boxing

By R. F. Nelligan

ACTIVITY and aggressiveness are of value to all men. Boxing develops the spirit of aggressiveness, teaches men to carry on when hurt and trains them in self control. It is the desire of the writer to put into form a simple, direct and practicable method of teaching boxing to large classes of men. The following drill should be thoroughly mastered before the men are allowed to box, as otherwise they might acquire bad faults such as drawing back before hitting, thus telegraphing a blow, wild swinging, etc. For real boxing, the class may be divided into groups arranged in circles so as to form a ring, either standing or sitting. The rounds at first should be short, either of one or two minutes' duration, and should consist of not more than three to a bout. Vigorous action should be insisted upon, as tapping and light hitting are out of place in any boxing. Inter-class, inter-fraternity and possibly inter-collegiate contests may be held in the various weights.

Class Formation

Any formation used for setting up exercises will do, as for instance: Form column of fours, raise the arms sideways, giving way to the right and left, until the fingers touch, after which the class is given the command: Attention! Then command: On Guard!

On Guard

(Position for the Feet)

On assuming the position "On

R. F. Nelligan, Professor of Physical Education at Amherst is one of the oldest athletic coaches in American colleges from the point of service. Throughout the war Captain Nelligan was detailed as a specialist in physical and bayonet training. In this capacity he came in contact with some of the greatest boxers of the day. The article which is presented here-with was originally used as a basis for boxing instruction in the army. It has been revised to fit the needs of college men. Our war experience taught that it was possible to instruct large numbers of men at the same time in the fundamentals of boxing.

Guard," it is necessary to impress on the class the importance of the position of the feet, because a proper foundation is necessary to carry out all our offensive and defensive movements. The boxer is required to move in all directions with the utmost speed; this is impossible unless a correct balance is maintained. If the feet are too far apart or too near together, it is impossible to move with speed in any direction, or to maintain a perfect balance, which is necessary to deliver an effective blow or to defend oneself against attack. If the feet are too close together, a slight push will upset one, and if they are too far apart it is impossible to move with speed or to deliver an effective blow. The feet should be about fifteen inches apart, the left foot in advance, the toe pointing toward the opponent. The right foot should be about fifteen inches behind the left foot and to the right of it. The heel of the right foot should be raised so as to be resting on the ball of the foot. (See picture No. 1 for position of the feet.)

(Position of the Arms and Hands)

The right arm should be held so as to protect the body. The left arm should be bent slightly, with the hand a little higher than the left elbow. (See picture No. 1 for the position of arms and hands.)

(Notes)

If a man is naturally left handed, he should be encouraged while boxing to keep his right hand and foot in advance, i.e., when command of *Left*,



Illustration 2



Illustration 1



Illustration 3



Illustration 4

Hit is given he should hit with the right.

Explain to class how to close the fist. The forefingers of the hand should be closed tight, and the thumb on the outside clenched tightly over the fingers; pupils should learn to hit with the back knuckles of the fist, as they do not give and therefore the pupils have less chance of hurting their hands.

A note telling how the fist should land so as to hit with the full knuckles will be under each picture explaining the blows.

Don'ts

Don't lean the body back too far.
Don't bend the left arm too much.
Don't keep the right hand too low or lean too far back.

Don't keep the muscles tense until in the act of hitting.

Don't pull the arm back before delivering the punch.

Left Jab

The first blow that a class should be taught is the left jab, which should be executed very fast and with a snap. From on guard position step in with the left foot, at the same time snap the left hand out straight, raise the right arm and drop the chin on the chest, thus giving you a guard for a counter blow. Note:—The knuckles should be up and the palm of the hand down. (See picture No. 2.)

Don'ts

Don't lean too far forward when jabbing.

Don't start the blow too far away from the opponent.

Right to Body

From on guard, step in with the left foot, keeping the left hand high, hit straight with the right hand to the body, pulling the right leg in with the punch to give weight to the blow. (Note:—The hand should be turned as in picture No. 3.)

Combination Left to Head, Right to Body

From on guard, step in with the left foot, snap the left hand to the face. Turn the arm so that the fist will point to the opponent. As the left lands, follow with a straight right to the body, pulling in the right foot. (See pictures No. 2 and 3.)

Left Jaw, Right to Body, Left Swing to Jaw

From on guard, execute combination left to head, right to body. At the finish of the right to body, your right foot should be brought slightly in advance with the force of the right to the body blow. At the same time bring your left arm back a little. After the right has landed to the body, swing the left in full swing to the jaw, completing the blow. Tense

all muscles while executing these blows. (Note:—The position of the hand in the left jab is shown in picture No. 2 and of the right hand in picture No. 3. In the left swing to the jaw, the palm is turned downward.)

Combination Straight Left, Right Uppercut

From on guard lead a left jab, stepping in with the left foot, finish the



Illustration 5



Illustration 6



Illustration 7

punch with the right uppercut to the stomach, pulling in the right foot. (For straight left see picture No. 2, and for right uppercut see picture No. 3.)

Right Uppercut

From on guard, crouch to the right, dropping the right arm to about the waist, step in with the left foot, and hit a blow that travels up from the waist to the opponent's body or chin, whichever is more open and easier to hit, pulling the right foot in with the blow. (Note:—The palm should be turned inward as the blow lands.)

Left Hook to the Chin

From on guard snap the left hand in a quarter circle to the chin, stepping in fast with the left foot, and bringing the right foot around to the left a little to enforce the blow. This blow may also be done with a little hop to the opponent. The hop lends speed to the punch. The knuckles should be turned as in picture No. 4.

Left Jab to Body

From on guard crouch to the right, having your left side toward your opponent. Lean forward, putting the weight on the left foot, and jab a straight left to the pit of the stomach. While this is not a very hard blow, it leads to a hard right cross to the head besides being a good point scorer, also a good feint and does not require much exertion to execute. The knuckles are turned upward. (See picture No. 5.)

Combination Left Jab to Body, Right Cross to Jaw

From on guard crouch to the right, jab to the body as in the preceding blow, watch for the opponent to drop guard, straighten up and hit a straight right-hand punch to the jaw, throwing the body in with the punch. The knuckles are turned upward as the right cross lands as in picture No. 6.

Left Swing to the Body

From on guard, step in with the left foot, hitting a left swinging blow to the body. Pivot a little on the left foot and swing the right foot a little to the left to add weight to the blow.

Left Swing to the Jaw

From on guard, without pulling the arm back, swing the left arm in a half circle to the jaw, your right leg making about a quarter turn to the left with the force of the blow. Pivot a little to the left to maintain balance, keeping the right arm high to protect yourself against a left punch. This blow is used mostly when your opponent is retreating. The knuckles should be turned upward as the blow lands. (See picture No. 3.)

Right Swing to the Body

From on guard, swing the right hand to the body, throwing the right foot around with the blow. Keep the left hand high, and pivot with the left foot enough to keep the balance.

Side-Steps

There are several side-steps used for different purposes. The side-step is used for avoiding a rush, a punch, or used as a feint. I will explain all a boxer need use.

In side-stepping, you must always have your hands ready to hit from any position, as a man who rushes always leaves a number of openings, and if you side-step correctly you can take advantage of these openings to deliver a heavy blow.

Side-Step to the Right

From on guard, step to the right with the right foot, pivot on the left toe, throwing the body to the right, having the weight on the right foot. The right knee should be bent a little. The position at the finish of this step should be, the right toe pointed to the right, the left toe three quarters to the right, the body facing the left toe, both hands high, ready to hit from any angle. The left toe should be in advance. (See picture No. 7.)

Right Foot Step to the Left

From on guard, step to the left with the right foot, pivot on the left toe, throwing the body to the left, having the weight on the right foot. The position of the finish of this step should be the right foot back of the left, the toe pointing to the right, the left toe three quarters to the right, the body facing the left toe, the hands ready to hit from any angle.

Left Foot Step to Left

From on guard as opponent leads, step to the left with the left foot, bal-

ancing to the left and forward a little. Hit the right-hand uppercut to the pit of the stomach, or the jaw. (See picture No. 8.)



Illustration 9



Illustration 10



Illustration 8



Illustration 11

Step Back With Right Upper-Cut

From on guard as opponent leads, step back with the right foot, throwing the body back, putting the weight on the right foot, drop the right arm to your waist, as opponent's lead falls short, step in fast with the left foot, and hit a right uppercut to the body, throwing the body in with the punch. (See picture No. 9 for stepping back.)

Parries and Counters

There are parries and counters for almost every blow, and they are all executed in about the same manner. Practice will make perfect. The more you box, the more you will learn about them. You will be surprised to see how quickly you learn to parry a blow after you have learned to execute it properly.

Parry Left Hand: Counter Left Hook

As the opponent leads a left jab, hit his left arm at about the elbow with your right open hand, pushing him off balance toward his right. At the same time step forward with the right foot, have your left hand in a position to hit to either body or jaw. See picture No. 10.

Parry Straight Left: Counter Straight Right

As the opponent leads a left jab, hit his left arm to the left with your open left hand, at the same time hit straight right to the jaw inside of the opponent's left arm, pulling the right foot in with the punch. See picture No. 11.

Ducking Left Lead: Hit Right Upper-Cut

As the opponent leads a left jab for the head, drop the head under the punch, lower the body by bending the knees, and hit the right-hand uppercut to the chin or body. See picture No. 12.

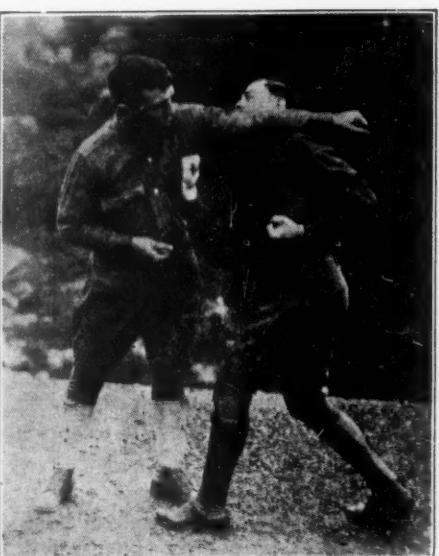


Illustration 12

Feints and Hits

Feinting is camouflaging, that is, making something look like what it isn't. You feint different blows just to see what your opponent will do; or, in other words, you would make your opponent think you were going to lead a left jab just to see what he would do. Keep your eyes open and see what openings he will leave, and see if you can take advantage of them the next time you feint.

Feint Left Jab: Hit Straight Right to the Jaw

From on guard feint a left jab to the head, even leaning forward a little. Pull back from him with the same movement, and hit a straight right to the head. Note:—This same feint may be used to finish with a right uppercut or swing, whichever you think can be landed best, but the straight blow is the best since it travels faster than the swing; therefore I recommend its use.

From on guard feint a left jab to the head, pull it back a little, and change it into a hook to the chin, the blow being snapped short.

From on guard feint a left jab to the body, springing up about three inches from the ground, and toward the opponent; snap a left hook to the jaw.

From on guard feint a straight right to the jaw, throwing the right foot in with a feint; change to a stiff left-hand hook to the body. The left-hand blow should be brought in with a half uppercut.

From on guard feint a left jab to the head, and bring the jab down to the body, crouching fast while executing this blow. Keep the right hand high for a counter.

From on guard feint a left jab to the body; straighten up fast and jab a left to the face, keeping the right hand high for a counter.

From on guard feint a right hand to the body; step in with the left foot, and hit a left-hand straight to the chin.

From on guard feint so as to make the opponent retreat or break ground. Then send over a right-hand swing to the head. Use this only when the opponent breaks ground.

Another good feint is a sidestep to the right, and if your opponent comes in, step right back toward him and hit a right-hand uppercut to the body. If the opponent does not follow you, step in toward him with a straight left jab.

Shifts

The shift is a blow used in boxing, but it must be perfected before it is used in a bout with an opponent. It must also be worked very fast, as

landing it depends on how quickly it is done. A shift blow is made by starting to use one hand, stopping the blow about half and swinging your other arm, shifting your feet with the punch. One good shift is to start a left-hand swing to either the body or head, stop the blow half way, and let go a full right-hand swing, shifting your feet with the blow. Another good shift is to start a left swing, shifting the right foot; stop that half way, and finish with a full left-hand swing. These shift punches may be done by starting with the right hand in exactly the same manner. They may also be finished with an uppercut instead of a swing.

Shadow Boxing

After the blows are mastered, shadow boxing should be practiced for a few minutes at the end of each lesson, as it trains a man to move quickly in any direction and hit from any position. It is done as follows. Keep moving forward, backward, around and to the right and left of an imaginary opponent, while hitting with the right and left hand. The feet should not be brought close together or be spread far apart. A light hopping movement is best. Too much dancing and high stepping is bad and tires the boxer. Shadow boxing enables one to maintain a correct balance at all times, and this is invaluable. Practice with the gloves as much as possible.

I. Blows

Lesson Number One

a. At the instant when the blow lands the boxer should close the hand by shutting the fingers tightly, with the thumb outside over the fingers.

b. On guard, balance well on the feet about fifteen inches apart, the right heel raised, the left hand well in front and the right hand about shoulder high, straight up and down.

c. Left jab: Step in with the left foot; at the same time snap the left hand out straight, raise the right hand, drop the chin on the chest. Don't draw the arm back before hitting.

d. Right to the body: Step in with the left foot, hit a straight right to the body, sliding up the right foot.

e. One-two punch: A straight left-hand jab to the head; follow with a straight right to the body.

f. Have class shadow box three half-minute rounds at every lesson.

Lesson Number Two

a. Left hook: Same as a left jab, only hooking the left hand; may be done with a hop.

b. One-two-three punch: Left jab, right to the body, then left swing to

the head, shifting the feet with each punch.

Left jab to the body: Crouch to the right, lean forward with the body turned to the right, jab left to the body.

d. Left to the body, right to the head: Lead a left to the body as in (c), straighten up and hit a straight right to the chin.

e. Shadow boxing.

Lesson Number Three

a. Right swing to the body: Step in with the left foot and bring the right hand to the body with a full swing. Don't pull the hand back before swinging.

b. Right swing to the head: Same as (a), hitting to the head with the right hand.

c. Left swing to the body: Same, bringing the left hand to the body with force.

d. Left swing to the head: Same, bringing the left hand to the head with force.

e. Shadow boxing.

Lesson Number Four

a. Right uppercut to body: Crouch to the right, bring a right uppercut to the body, drawing up the right foot hard.

b. Right uppercut to the head: Same as (a), bringing the right hand to the jaw.

c. Right hook to the jaw: Step in with the left foot, the right arm hooked at the elbow, bring in the blow right from the shoulder.

d. Left jab, right uppercut: Jab the left hand to the head, step in and hit to the body with a right-hand uppercut.

e. Shadow boxing.

II. Feints

Lesson Number Five

a. Feint at the body with the left hand, bending the knees a bit, bring the left hand to the jaw; this blow is done with a spring to the opponent.

b. Feint forward with the left hand and the body, draw back, hit a right to the jaw.

c. Feint with a straight right to the jaw, bring the left-hand hook to the body.

d. Feint a jab to the head, bring the right to the body.

e. Shadow boxing.

Lesson Number Six

a. Feint a jab to the body, bringing it to the head.

b. Feint a jab to the head, bringing it to the body.

c. Feint a jab to the body, hook a left to the head.

d. Feint a jab to the head, hook a left to the body.

e. Shadow boxing.

(Continued on page 40)

The New Field House at Iowa

*Increased Interest in All Physical Activities at Iowa
Made a New Field House a Necessity*

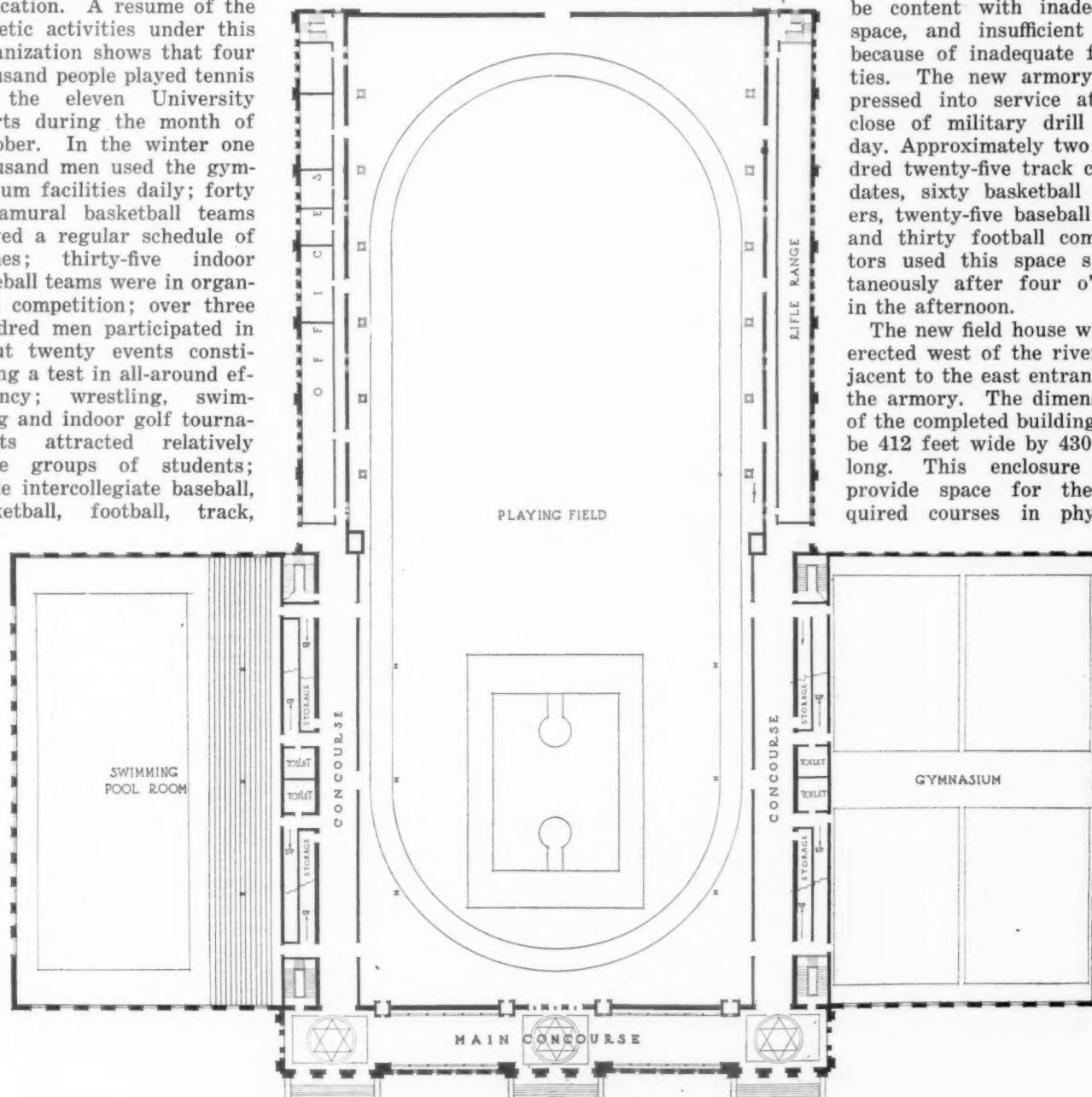
By Dr. Paul E. Belting

THE need for a new field house to care for the physical welfare of the men of the University of Iowa adequately was greatly emphasized after the first year of the operation of the larger program of the Division of Physical Education. A resume of the athletic activities under this organization shows that four thousand people played tennis on the eleven University courts during the month of October. In the winter one thousand men used the gymnasium facilities daily; forty intramural basketball teams played a regular schedule of games; thirty-five indoor baseball teams were in organized competition; over three hundred men participated in about twenty events constituting a test in all-around efficiency; wrestling, swimming and indoor golf tournaments attracted relatively large groups of students; while intercollegiate baseball, basketball, football, track,

swimming, wrestling, gymnastics and fencing engaged the time and attention of approximately five hundred more. The facilities for all types of physical education were indeed limited. Tennis would have attracted

twice as many players during the outdoor season, were there land enough east of the river for a sufficient number of courts. Swimming facilities were limited by the smallness of the pool. Basketball, baseball, handball, and volleyball teams had to be content with inadequate space, and insufficient time because of inadequate facilities. The new armory was pressed into service at the close of military drill each day. Approximately two hundred twenty-five track candidates, sixty basketball players, twenty-five baseball men and thirty football competitors used this space simultaneously after four o'clock in the afternoon.

The new field house will be erected west of the river adjacent to the east entrance of the armory. The dimensions of the completed building will be 412 feet wide by 430 feet long. This enclosure will provide space for the required courses in physical



education. Emphasis in these classes will fall on the side of games. A track six laps to the mile will be constructed, flanked on either side by a 100-yard straightaway. Seats will be erected to accommodate twelve thousand people around the basketball court while five thousand additional seats will be built around the swimming pool, which will be as large as the largest indoor swimming pool in the country. The specifications of the pool will be 60 feet wide and 150 feet long. Varsity team rooms, visiting team rooms, rooms for five thousand lockers, sixteen handball courts, and space for wrestling, fencing and equipment is planned. Class rooms, offices and a large lobby in which the trophies of victorious athletic teams will be displayed, will occupy the space thirty feet wide, two hundred feet long and four stories in height across the front of the building. When completed, this field house will furnish the finest of opportunities for all forms of physical education. At a recent meeting of the State Board of Education, the Athletic Council was empowered to proceed at once with the erection of the building in accordance with plans presented, as described above. Specifications are now being prepared by the state

architects for the Council.

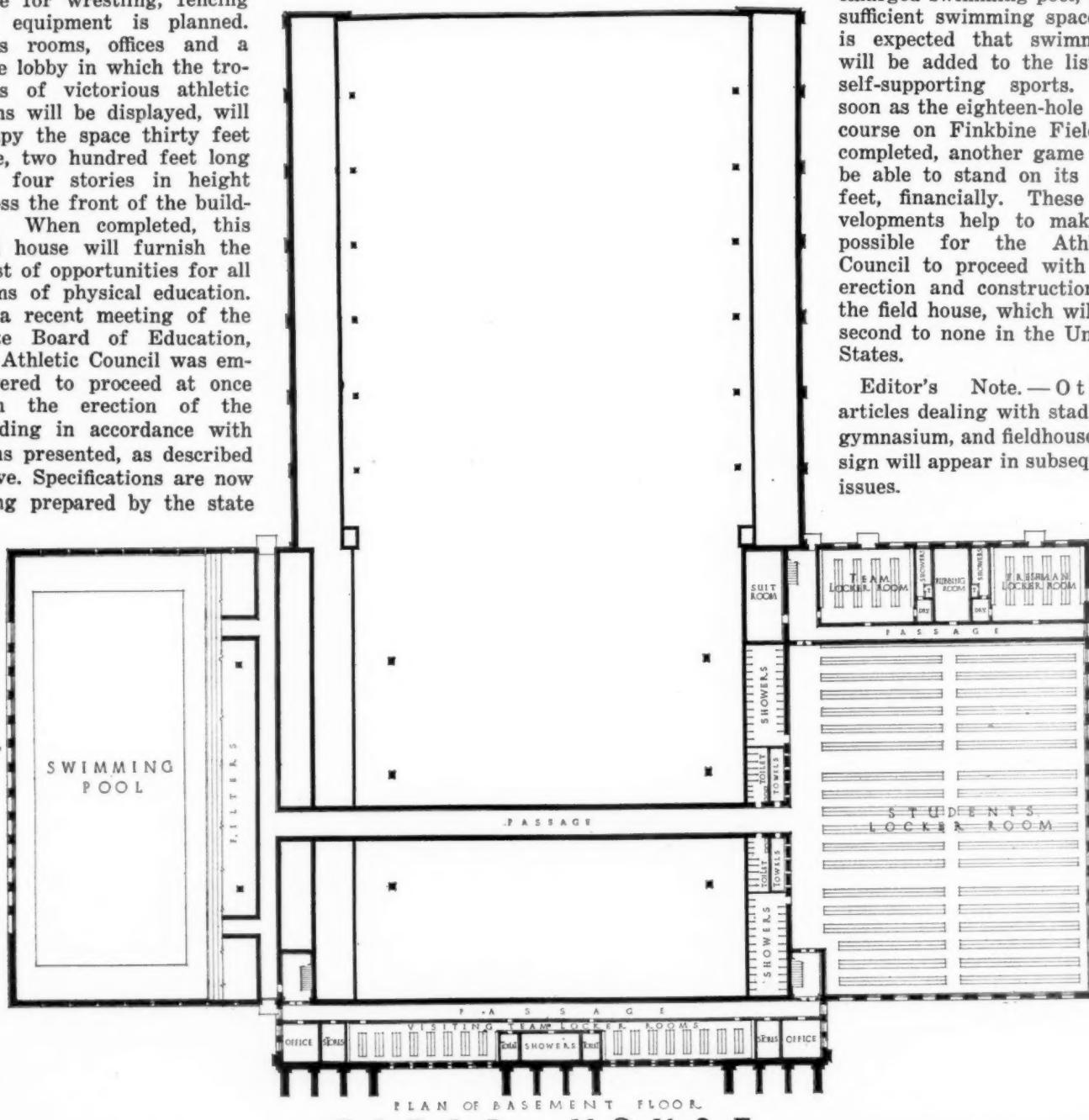
As will be seen from the accompanying diagrams, the basement will contain on the left of the main entrance the swimming pool; on the right the team, freshman, and student locker rooms; on the main floor will be found the gymnasium at the right of the playing field. The second balcony, which is not shown, will contain besides the seats for the basketball spectators, rooms for boxing, fencing, indoor golf and equipment at the left. At the right are sixteen handball courts. The first balcony, also not shown here, will contain the

seats for the pool and basketball spectators.

The Athletic Council has already issued \$300,000 five per cent field house serial gold bonds for the purpose of enclosing the building; practically the entire plant will be paid for by the Council from the receipts of intercollegiate athletics. For the first time in the history of the Council, baseball, basketball and wrestling were self-supporting the past year. No longer has football been required to carry the entire burden of financing in whole or in part other inter-collegiate athletic teams. With the

enlarged swimming pool, with sufficient swimming space, it is expected that swimming will be added to the list of self-supporting sports. As soon as the eighteen-hole golf course on Finkbine Field is completed, another game will be able to stand on its own feet, financially. These developments help to make it possible for the Athletic Council to proceed with the erection and construction of the field house, which will be second to none in the United States.

Editor's Note.—Other articles dealing with stadium, gymnasium, and fieldhouse design will appear in subsequent issues.



How to Coach a High School Basketball Team

By High School Coaches

The Following Discussions Have Been Selected From a Number of Articles Received From Readers in Reply to an Announcement in the December Journal

The first article, "Fourteen Points on Coaching a High School Basketball Squad," was written by H. A. Hunter, principal of the Kelseyville Union High School, Kelseyville, California. Mr. Hunter graduated from the University of California, served two years in the world war and then became athletic director at Mount Diablo Union High School, Concord, California. In the four years at Mount Diablo his teams won nine out of a possible thirteen championships.

Fourteen Points on Coaching a High School Basketball Squad

1. Select a workable squad of promising material as soon as possible.
2. Tell them what you expect.
3. Have plenty of balls—four for a squad of sixteen or twenty.
4. Show them how you want it done.
5. Practice slowly at first for form, demand speed later.
6. Keep everyone busy, allow no loafing, make practice snappy.
7. Vary the practice—practice as much as possible under simulated game conditions.
8. Drill daily on fundamentals.
9. Teach the rules, sportsmanship and the psychology of the game.
10. Have neat and attractive uniforms and good shoes.
11. Keep a first aid kit handy, watch for sprains, bruises, colds, boils, etc.
12. Have a definite warming-up procedure before games.
13. Try out men in preliminary games.
14. Finally cut the squad to ten or twelve—then polish these.

The technique of basketball is too intricate to explain in a few words, but I will try to outline a method of taking a raw squad and bringing it to a team.

The first thing to do is to reduce the squad to a workable size, and since the coach should try to develop as many boys as he can for their sake and for his future teams, he should not cut too heavily for a few days. A squad of sixteen to twenty can be

Of the many uniformly good articles, presented by readers in response to our request in December, these articles have been selected.

If all of the coaches or even if the majority understand coaching and training principles as well as those who wrote for the Journal,—and this statement includes the writers of the articles not published—the editor believes the high school teams are in good hands.

handled with comparative ease. The pro-tem squad can easily be selected by sizing up the boys as to build, spirit, activity, etc.

It is a good policy the first day to have a definite understanding as to hours of practice, training rules, scholarship, and your general policy. After this is done, bring out four balls, at least one for every six men; and line the boys up thus, facing each other, about eight feet apart:

x	x
x	x
x	x
x	x
x	x

Show them the pass you intend to favor, how to make it, and how to receive it. Then put the squad to work on the pass—we will say the two-handed snap pass. While they are practicing this, you can readily spot the boys who are having difficulty, such as fighting the ball, making two motions in returning the ball, and can give them private help.

After a few minutes of this, have the lines spread to about twenty or thirty feet, and let the boys meet the pass. This is done as follows:

1. x → - - - ← x x
2. x → - - - ← x y
3. x → - - - ← x z

Diagram 1

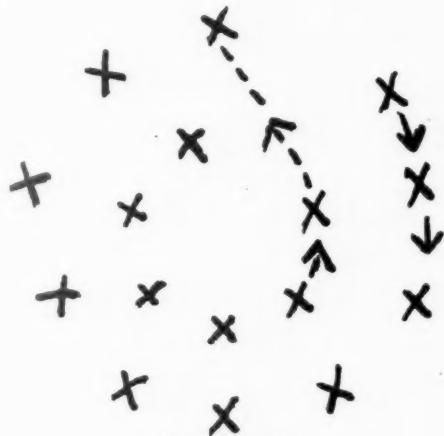


Diagram 2

1 passes to x, who meets the pass; x passes to 2, who meets the pass; 2 passes to y, etc., the boys changing lines each time. x should not start until 1 motions to throw; 2 should (Continued on page 20)

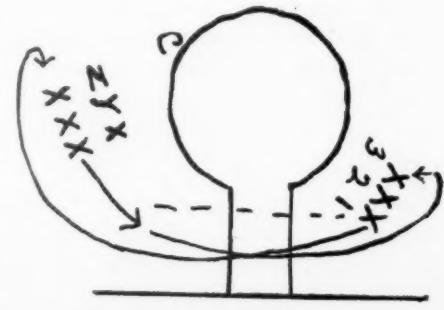
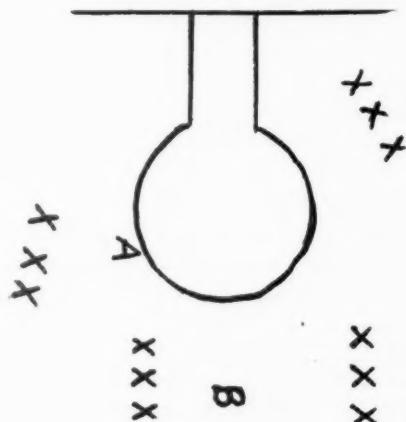


Diagram 3

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JOHN L. GRIFFITH, Editor

An Athletic Survey

THE coaches throughout the country have no doubt read with interest the statement that the Carnegie Board has consented to make a survey of athletics in the schools and colleges. As the JOURNAL has suggested before, athletic men do not fear facts but rather they fear half truths and expressions of opinion, not based on fact. A great many of the statements that have been made by men regarding the evils of athletics would not have been made, had the persons in question possessed themselves of the facts before voicing opinions. In this connection, for some strange reason many men who are famous scientists have made unauthentic statements regarding football. These same men are very hesitant in advancing conclusions regarding investigations in their own field. Until they have gathered all of the facts possible, they do not announce their deductions. Frequently, however, they do not treat football so scientifically. When the results of the Carnegie investigation are made known, all of us will have facts from which we may deduce our conclusions regarding the values and evils of athletics.

The Carnegie Board is well equipped to make a scientific study of athletics in the educational institutions. A number of years ago at great expense it made a survey of the medical schools of the country, published its findings and then listed the institutions according to their merit. As a result many medical colleges that had no real reason for existing went out of business. It is to be hoped and expected that its survey of athletics will be just as carefully and painstakingly made and that, as a result of it, the institutions that are not conducting athletics in a legitimate manner will be made to suffer.

There are certain questions which the athletic men and other educators would like to have answered, some of which are the following:

Do the strong die young? It is frequently charged that the men who engage in strenuous athletics do not live to a ripe old age. Frequently when some famous athlete dies before his time, many persons charge that all athletes shorten their lives by athletic excesses.

Is there an antagonism between athletics and scholarship? Were the students of an earlier generation, before we had widespread interest in athletics more studiously inclined than the students of today? Are the non-athletic nations of the world contributing more to the intellectual life than the so-called athletic nations? Are our students more studiously inclined in the first semester when we have football than they are in the second semester when we do not have football? Is the intellectual life of the college with a small athletic field superior to that of the large university with a stadium or bowl? These and other questions relating to the effect of athletics upon scholarship should be answered.

Is the money that is made at college games dishonestly obtained and are the profits unwisely expended? So many people have gone on record as questioning the propriety of collecting large gate receipts at the football games, it would be enlightening if we could have the answer to this question. Economists have been confronted with the same question in their field since many people are suspicious of the business men who have been highly successful in their lines.

Wherein does interest in a sport constitute a menace? At the athletic meetings recently held in New York different men at different times discussed means of trying to get more interest in certain sports. Others lamented because there was so much interest in football. It would be helpful if we could find where interest becomes a danger.

Are the schools and colleges to any great extent using illegitimate methods in winning? Without doubt there is some cheating in athletics just as there is cheating in all human activities. It would be a good thing for the sport, however, if the survey that is to be made would not only list the colleges and schools that are not playing the game properly but also would tabulate the institutions that are sportsman-like in the matter of rules observance. If this fact is brought out in a survey it should stress one thing that is generally overlooked, namely that where athletics are improperly administered it is the fault of the administration and not the fault of athletics. Athletics have been condemned from time immemorial by people who should know that athletics are not moral but are a good thing or a bad thing depending upon the way they are handled.

The ATHLETIC JOURNAL bespeaks for Mr. Savage, the man who will make the survey, the heartiest co-operation on the part of the school and college athletic coaches and directors.

The Popularity of Basketball

BASKETBALL, which has been rapidly growing in favor for a number of years, bids fair to come into its own this season. Undoubtedly there are more boys and young men playing basketball in the schools and colleges of the United States than there are engaged in any other single sport, and one reason for this is that the players find fun in the game. Every man who has been active around a gymnasium has noted the fascination that seems to be connected with the art of throwing the ball through the ring. Men who do not greatly enjoy

other forms of gymnasium work will play basketball by the hour if left to their own desires.

Basketball, while not so well understood by the spectators as football and baseball, is rapidly growing in popularity with the fans. In fact, in a great many institutions the size of the crowds that attend the games is limited only by the capacity of the buildings in which the games are played. Some have complained that basketball is not interesting to the average spectator because there is no fixed problem as in football. The spectator who gets intellectual pleasure from figuring the moves that will be made in football, unless he understands basketball, misses this point in the floor game. If, however, he watches the strategy employed by the team on offense when the ball is advanced down the floor in an attempt to break through a set five man defense he will find here a very interesting bit of play which is every bit as intellectual in content as any strategy employed in football. The trouble is that the action is so rapid that only a trained observer really sees what is happening.

The man, however, who does not understand basketball gets a thrill every time his team recovers the ball or shoots a basket and is correspondingly depressed when the opponents are in the ascendancy. There are probably more thrills in a hard fought game of basketball than in any other form of sport that we have. If basketball continues to develop in popularity, in a few years those who are inclined to lose sleep about the over-emphasis of football and to condemn the things that are popular will find it necessary to turn their guns on basketball.

History Repeats

THE statement that when a sport becomes highly professionalized the amateur side of the sport suffers has been made before in these columns. Some persons have ridiculed the idea, others have agreed that it not only is true but is substantiated by the history of sports. The following dispatch from London indicates that due to the steady growth of professionalism in football the boys in England are dropping soccer for rugby:

"London, Dec. 20.—(Special).—The steady growth of professionalism in association football caused a curious debate at this week's conference of head masters of the great English schools.

"A large number of the best known schools are giving up soccer for rugby football, with the result that the former is played now by only such schools as Westminster which have traditional connection with soccer. Consequently each year it is harder to find amateur soccer players fit to cope with the professionals and the standard of even such famous amateur clubs as the Corinthians is steadily falling.

"This is greatly regretted as nobody wants to see the great popular sport completely professionalized and so the head masters adopted a resolution, hoping the big schools would be faithful enough to soccer to maintain a good nucleus of amateur players."

The Journal has suggested before this that there

is or should be a place in our scheme of things for some kinds of professional entertainment. The difficulty comes when we think of a sport almost solely in terms of an amusement provided by paid performers. To illustrate—if two towns are to engage in an intercity golf match, the promoters do not think of hiring players to represent them but the local players furnish the competition. If the business men of these same two cities, however, undertake to promote town baseball teams, it is safe to assume that each manager will expect to hire his players. These hired players are most usually brought in from other cities. Everyone who understands small town baseball knows that this has been the attitude towards baseball for a quarter of a century in this country, the reason probably being that baseball is looked upon as a professional game.

The sooner we come to believe that a sport cannot exist half professional and half amateur the quicker we will get at the fundamental basis of our amateur problem.

There can be no question but that the amateur sports in this country, judged by the numbers playing in the games, are growing very rapidly and this is more than can be said of the sports that are largely in the hands of the professional promoters.

The Athletic Menace Thirty Years Ago

MUNSEY'S magazine, thirty-one years ago, contained an article which purported to show that athletics were claiming too much attention in the colleges. The author suggested as a remedy the organization of debating societies with a view of detracting from the popularity of athletics. According to this article President Elliott at that time was very much alarmed by the increasing interest in college athletics and apparently had issued a pronunciamento against the over-emphasis being given athletics.

This is interesting because we have heard little else in recent days regarding athletics except that they are too popular and that they are over-emphasized. President Ernest N. Hopkins of Dartmouth in his address before the National Collegiate Athletic Association in New York said, "In a country where we strive to make men temperate by legislation, industrious by court decree and happy by political oratory it is not surprising that we assume our ability to make men scholars by denying them the opportunity for being anything else." President Hopkins with rare wisdom has touched upon the key to the whole matter. Undoubtedly many who decried the emphasis placed on athletics thirty-one years ago and those who are alarmed because college football is prospering today have a notion somewhere in the backs of their minds that if the students were not allowed to attend football games they would pursue their studies more diligently and if the alumni were not given the opportunity of shouting for the football teams they would be more interested in research, art and literature.

There is no reason to believe that thirty years from now the faculties of our colleges then will not be lamenting the fact that the boys of that time are not so studious as they should be.

How to Coach a Basketball Team

(Continued from page 17)

not start until x motions to throw; the last man, z, hooks the ball over to 1 and the process is repeated. This practice may be varied by having double circles. See Diagram 2.

Let the circles revolve in opposite directions, balls being passed back and forth. This teaches boys to be alert.

After a few minutes of this the more adept may be taken to the goals, while the less adept are left handling the ball. The floor will look like this now with squads A, B, and C:

Refer to Diagram 3, Page 17

Line up squads A and B as shown, squad 123 near the basket, squad xyz out fifteen to twenty feet. 1 has the ball; he passes to x, who runs in and tips the ball in clear. 2 recovers the ball and passes to y, who runs in and tips the ball; 1 and 2 go to rear of line xyz, while xy go to rear of line 123. In this work passes should be high and soft and should be lifted over the ring without the use of the back board. Teach your boys to lift short shots into the ring and shoot long shots. This goal shooting may be varied by what may be called "skull" or "dumbbell." See Diagram 4.

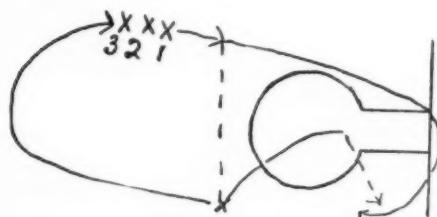


Diagram 4

x passes to 1, who shoots; x recovers and passes again to 1, who hurries into the court; 1 passes to 2, who shoots, x going to the rear of line 123. 1 now recovers and passes to 2, who passes to 3, etc. This is a good exercise in shooting, passing and maneuvering, and at first demands close attention.

Perhaps by this time less strenuous efforts would be appreciated by the boys—so a little time might be profitably spent in stationary shooting, from out about ten or fifteen feet. The squad may either line up in arcs, one man shooting, following for a second shot, then passing out to another;

See Diagram 5

or a little contest may be arranged thus: As shown on Diagram 6. Let the boys pair off, each couple with a ball, and alternate ten shots from

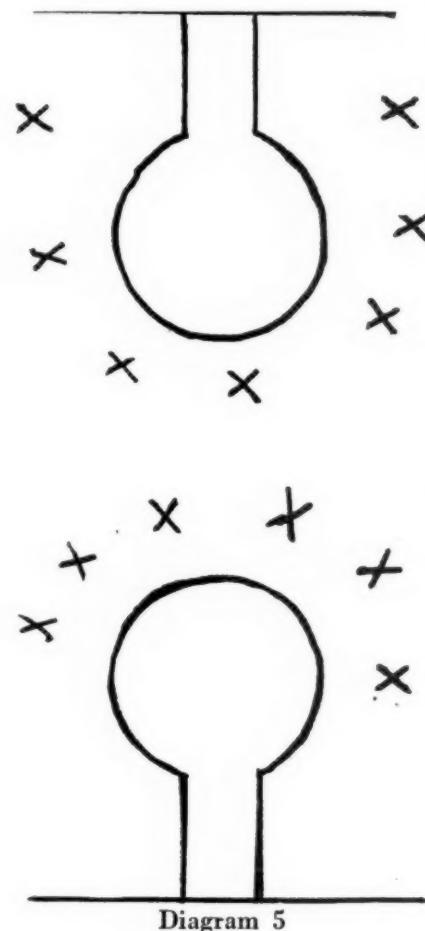


Diagram 5

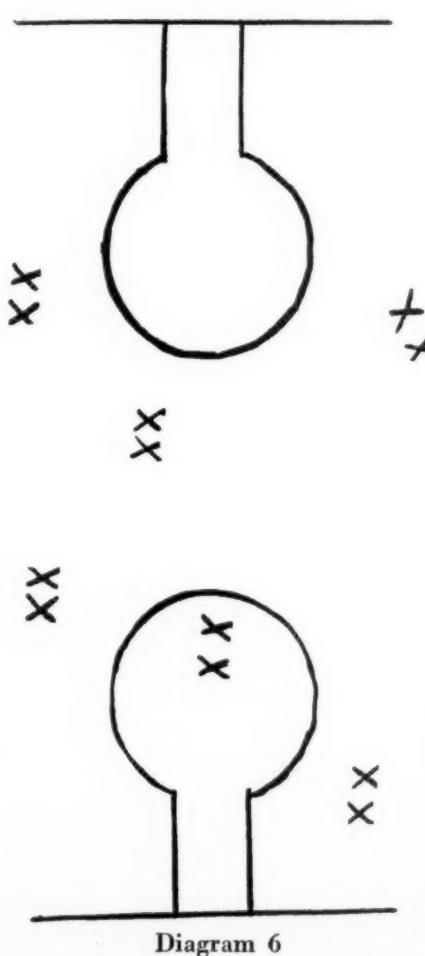


Diagram 6

a spot, then ten more from another spot, etc.

After a few minutes of this introduce the stops, turns, and pivots. Good players do these naturally, but many boys learn them with difficulty. Line the squad up thus:

x	x	x
x	x	x
x	x	x
x	x	x

X

Let X, the coach, show them how—feet spread, knees flexed, flat footed; followed by a reverse, and side step. Then let them go through it several times without a ball. Next let each head man have a ball, make one bounce, catch it, stop, pivot, pass to the next boy, who does the same thing. Too much of this the first day may stiffen the legs somewhat.

Next show them how to dribble; i. e., keep the ball low by bending at the waist, push the ball down, slant it out, etc., and encourage the use of either hand. After a little practice dribbling up and down, let them dribble up and shoot for a while.

Finally top the day with a dribble race. Form four squads on the sides of the courts thus:

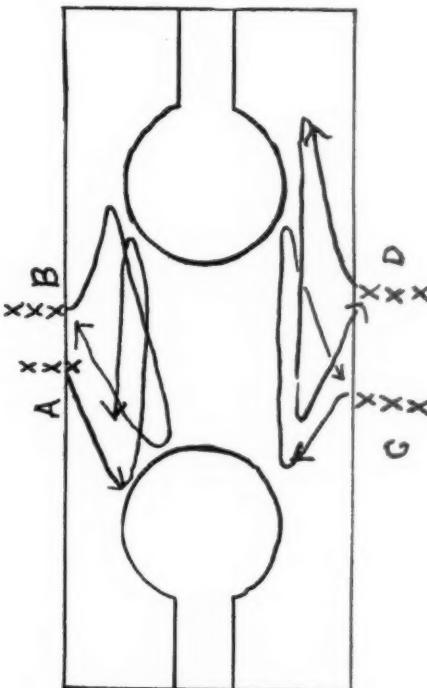
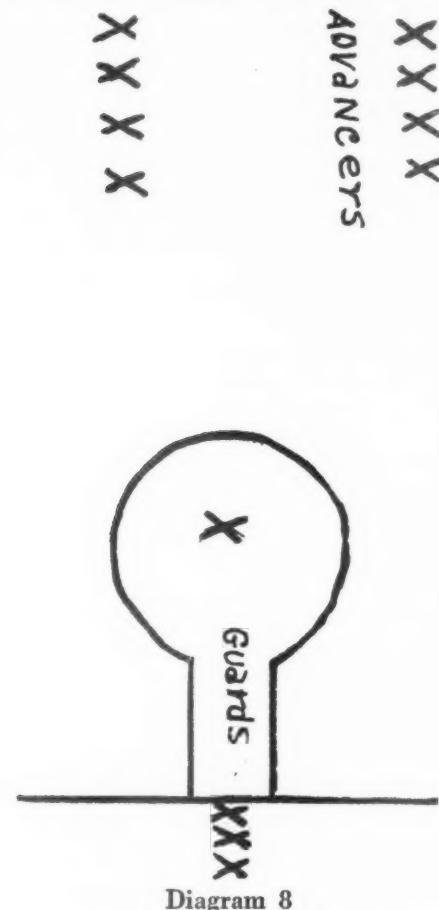


Diagram 7

Squads A and C go the same way, B and D go the same, but A and C go opposite to B and D. Let them shoot each goal. Make the three best of five races win.

The second day should cover largely the same ground, but guarding practice should be introduced. Line them up as follows: Diagram 8. First let two men work the ball down

against one guard. Then let two men work it against two guards, finally three men against two guards, and later perhaps five men against five guards. Here is the chance to work in the idea of feinting and counterfeinting, rules of guarding, guard stance, tricks of guarding, etc. Once a guard gets a ball or causes a held ball, roll the ball down to the other end of the court; let the forwards walk back off the court, and let some more boys work the ball down. Make all men do guarding practice.



Perhaps the second day the sidestep and feint may be worked on. Line up the squad thus:

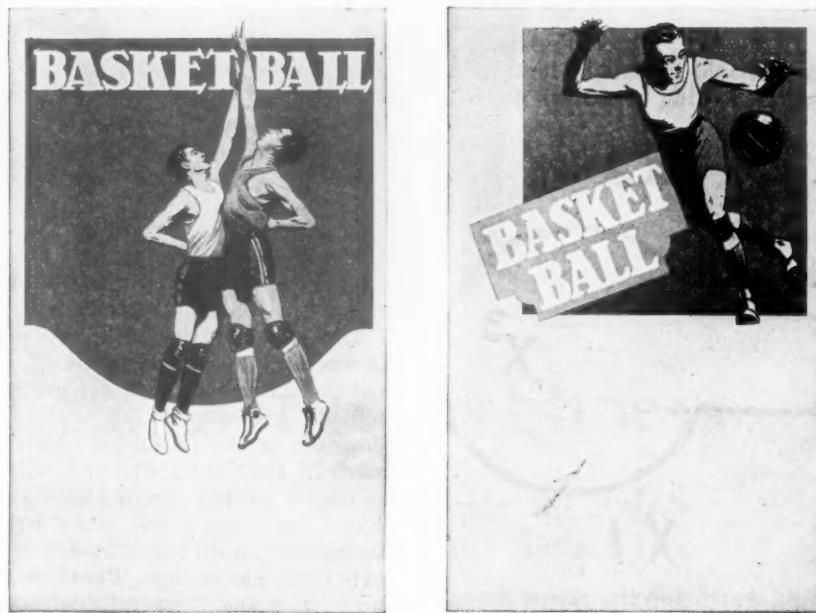
x x x 1	x 2
x x x	x
x x x	x

1 has the ball, he passes to 2 and charges; 2 feints to one side, side steps and single dribbles to the other and passes to the next in line. Definite work in breaking up a dribble should be done also, when both are going the same way and when in opposite directions.

The dribble race should be run every day. From this time on the coach can introduce new technique every day, but should drill, drill until it becomes habitual in the players.

If fundamentals are properly learned, the players will execute them without conscious effort.

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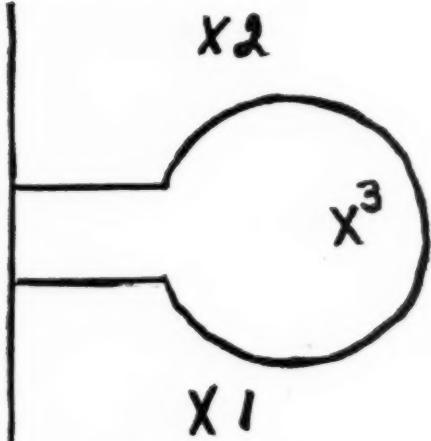
Players should be taught to catch a high pass, and land in a straddle like this: — not this: — for by the

rules one step is allowed after they land. The following diagram shows the value of the spread land as a ground gainer and as an aid to jumping on the shot:

(1) — feet parallel

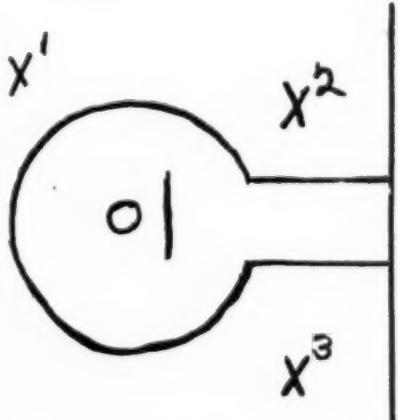
(2) — straddle land

Players should be taught how to line up when shooting their own fouls.



1 and 2 watch for the rebounds—and waste no time in reshooting. Players can be taught to shoot these while still in the air. It is merely a question of leaping high, catching the ball, and releasing it while still going up.

When opponents shoot, line up thus:



1 steps in front of O as soon as O shoots, 2 and 3 leap for the ball and start their offenses. A great deal may be done by coaching boys to watch the ball hit the ring or backstop, then go for it, rather than rushing in too eagerly to find the ball has bounced over the player's head.

Players should be taught to play out of bounds in fast, and to watch the man who passes in when opponents play out of bounds.

Players should be drilled on the

quick break to defense when they lose the ball, and the quick offense when they gain the ball.

Players should shake hands with opponents at the beginning of the game, and know when to take time out to stop a rally.

Finally, condition and technique may be perfected by judicious scrimmage, say keep away; i. e., one squad trying to keep the ball all the time; or competing one squad against another, the one shooting a goal being allowed to remain on the court, the ones failing to shoot a goal retiring in favor of another squad; or the teams may be scrimmaged with the one making a goal dropping back on defense, allowing the other team to have the ball.

Regardless of his method, each coach should have a definite plan and follow it—for only by so doing can he have a well drilled team.

The second article is by Albert W. Dowden of the Department of Physical Education, Fullerton Union High School, Fullerton, California. Mr. Dowden was freshman basketball coach of the University of California, Southern Branch, from 1921-23. His teams for these three years won the championship of the southern conference freshman series. Previous to his work with the University of California, Southern Branch, he coached the Orange Union High School team, which won the California high school championship in 1919.

Suggestions for Coaching a High School

The coach's first task is to outline his season by weeks and determine how he shall proportion his time between the following fundamental points:

1. General conditioning.
2. Looking over his material preparatory to cutting the squad.
3. Preliminary drills in fundamentals.
4. Building the defense.
5. Building the offense.
6. Pre-season practice games.
7. Extra practice games during the season.
8. The mental and physical "peak."
9. Holding the "peak."

The next task is to perfect an organization which will keep in reserve a group of trained men to fill in on the first squad when needed. Such an organization must not only provide basketball men, but players trained for the particular opening they are to fill. The following plan has proven very successful:

1. Limit each squad to ten dependable men.
2. If possible have a separate coach

for each ten men, but under no consideration should one coach handle more than two squads of ten men each.

3. As quickly as possible place each man in a definite position and keep him there.

4. Make all changes in the line-up on Monday night and leave this line-up intact for the week.

5. Handle your two squads of ten men each as four separate teams. This gives you four trained men for each position.

6. Teach each team the same fundamental stuff; use different signals.

7. Never scrimmage the first squad of ten men *against* each other—teach them to play *with* each other.

8. Scrimmage the first five against the third five, and the second five against the fourth five.

9. Have two courts so that each man may get his full quota of scrimmage every night. If necessary, use an outdoor court for your second squad practice.

10. Use the man trained for the position even if a better individual player is on the bench.

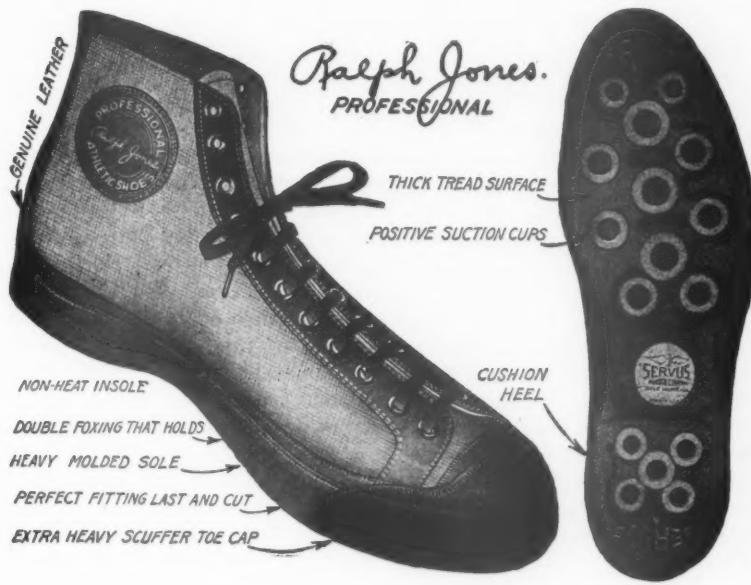
11. You cannot scatter your efforts over a squad of thirty or forty men and get results. Basketball is a highly developed team game and you must concentrate on a limited number of men in order to get results.

12. It may seem a mistake to bring on twenty men at once instead of five, but experience teaches that it is the reserve strength and not the front line which most often wins championships. Sickness, ineligibility, and insubordination have ruined many a coach who banked his all on five or six men.

Plan each night's practice carefully, devoting a definite number of minutes to each drill or part of the evening's work-out. Write out and carry with you your program for the practice—a three by five card fitting into the hip pocket is excellent.

One game a week is enough for a high school boy. Schedule two games, however, for each week so that the men on your second five will get the experience also. Never mind who wins this game—let the second five play it. If your second squad of ten men is in charge of an assistant coach, have him handle it in a like manner.

Remember that the average high school team does not need coaching in trick and fancy plays. It does need a firm grounding in fundamentals. A good defense, a quick break down the floor in changing from defense to offense, a couple of simple plays from center with the same number from out of bounds will carry your team through the average schedule.



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Cut your practice to one and a half to two hours and then see to it that every minute is utilized. In a two hour practice, twenty to thirty minutes may well be spent in foul throwing every night. Two hours is too long to drive a team at top speed. Do not permit fooling around and horse play.

Drill unceasingly in fundamentals. Passing, shooting, dribbling and defense are the basis of all good basketball.

The inexperienced coach is apt to go too fast. Go slow. It is surprising how little material the average team needs for a night's consumption.

Forbid shots outside of the fifteen feet zone for at least the first month. Make the players pass the ball in. Above all, teach the team to pass the ball. They must learn to handle it as if it were a hot potato, keeping it on the move all the time. The player who hangs on to the ball and tries for a pivot, dribble or shot regardless of other opportunities will do your team more harm than good.

The following is a suggested mid-season work-out for the squad:

3:00-3:30—Foul throws; each man to get five out of six before quitting; change foot position after each throw.

3:30-3:45—Push shot from the front with follow up and boost shot with feet off the floor.

3:45-4:00—Dribbling in for a shot on standing guard with sleeper forward in the hole.

4:00-4:10—Reverse pivot and dribble in for close shot from the side. Dummy guard charges man with the ball as he does the pivot.

4:10-5:00—Scrimmage four full quarters with intermission. First five versus third five, and second five versus fourth five.

The third article, "Training a High School Basketball Team," is by Clint F. Houser, head coach of the Edward D. Libbey High School, Toledo, Ohio. Mr. Houser has had wide experience in athletics and is well qualified to write on training fundamentals.

TRAINING A HIGH SCHOOL BASKETBALL TEAM

We might liken the body to an engine. What the motor is to the car so is the heart to the human body, and as the carburetor is to the efficiency of your car so are the lungs to the human mechanism. We would not expect speed and easy riding qualities from a poor set of tires, so we cannot expect "cat-like" qualities from a poor pair of feet.

First, then, in our training we should have the candidate examined by a good reliable doctor who understands the conditions under which the

heart and lungs are forced to work in this modern game of basketball. Be sure that the doctor who signs the boy's physical O. K. is not over-anxious that the boy play for the "glory of the school regardless of the result," and that he is not the type who has never seen a game of basketball.

A great deal of precaution and careful watching of the feet in the first two weeks of practice will in many cases save some of your over-enthusiastic candidates from sore feet and the chance of infection. I recall that one year the failure on my part to examine the feet of my players regularly cost me the services of a good running guard. Callous formations on the bottom of the feet a week before the state tournament with nothing but home treatment started an infection. The boy admitted that he had done his best to conceal the fact that his feet were causing him trouble, fearing that I would not allow him to play in the big event of his life, the tournament. The coach, therefore, must be ever observing and remember that he is dealing with an animal body plus a mind.

The best reference that I can refer you to is Dr. Meanwell's article in the Athletic Journal of November, 1924, on the subject "The Care of the Feet." Follow his instructions and foot worries should be eliminated.

There are three main factors in all athletic training: 1. sleep; 2. food; 3. exercise.

Every growing boy needs from eight to ten hours of sleep. From 10 P. M. to 6:30 A. M. is a splendid sleep hour routine. Later hours mean temptations to form bad associations and, consequently, accumulations of bad habits. Sleep rests fatigued muscles, soothes the nerves, and neutralizes poisonous wastes formed in the body during the day time. The importance of sleep should be emphasized to your squad with the explanation that it is the secret formula for the cure of physical and mental fatigue.

Our second factor in training is food. In high school coaching where there are no training tables furnished by the school, a coach is up against a serious problem. Where the student brings a cold lunch or eats a "hot-dog" and an ice cream bar for his noonday meal and can see no harm in it, you are just up against the problem of teaching a course in dietetics and food chemistry or plain food health rules. Co-operation at home might not be the best, either. Perhaps a letter home to the folks, stating the class of foods that you would like to have them prepare for their boy's health and growth might

be helpful. Stress the benefit of fruits and baked foods and vegetables in the menus.

Of late years we are noting the number of colleges and high schools that are offering in their curriculums dietetics and food chemistry. Our parents knew very little about balanced meals. The tremendous amount of literature being published daily relating somehow to the subject of foods and health, help us to see the truth "that our bodies and our minds can be no better than the food that we eat." As a health rule, "Eat good wholesome food and at regular intervals" is a splendid health rule, providing the person knows what are good wholesome foods. The subject is so large that it prevents my giving more than the following references: Food and Health, Kinne & Cooley; Food, Health and Growth, L. Emmett Holt; Blount's Health; Chemistry of Food and Nutrition, Sherman; Ritchie's Sanitation and Physiology. Any of these references should be helpful to the average high school student.

Exercise, our third factor, is entirely up to the coach. The amount of time he wants to work his boys depends upon the type of practices he uses. Fast hard practices should be short. The development of fundamentals where form is emphasized and not speed, formations should be used with the least amount of running possible and practice periods made longer. I personally like a driving, fast workout of not longer than ninety minutes. I have my work planned in advance allowing so much time for each thing to be practiced. Therefore each practice period is short and snappy. I like to have the boys leave the court wanting more, instead of being tired and disgusted with the game. My experience and observation prove to me that too many coaches overwork their boys. A slow practice means a slow game. A fast practice means a fast game, for what you do in practice you can expect to do in the game. We play thirty-two minutes and the going is fast. Why should two to four hours of consequently slow practice be used?

At the beginning of the season, the coach is overanxious to develop a team, and the players over-exert themselves to make the team. A few weeks later headlines say "Team Has Gone Stale." The boy fighting to make the team won't tell you he is going stale—if he does he is not a fighter—you must be on the lookout for signs. Keep a weigh-in and weigh-out chart daily. A growing boy should not consistently lose weight. Keep your eye on the stale indicator—the boy's face. Note the

eyes, the color of skin, and the lines about the mouth. Observe the progress of the boy's skill in passing, shooting, and general floor work. If there is a let-up, a fumbling "spree," chances are the cause is overwork. Don't tell the boy he is going stale because it makes a bad frame of mind for him and the rest of the players. If it is the squad, cut out a practice and take the players outdoors for a walk, and in the meantime talk about everything but basketball.

Now, all three factors—sleep, food and exercise—are important. The team's training depends on how well each member tries to live up to the first two, and the commonsense judgment of the coach in the latter.

Mr. S. W. Wolf, coach of Lock Haven High School, Lock Haven, Pennsylvania, and Executive Secretary and Director of Recreation of Lock Haven Community Service, has been awarded a prize for the fourth article, "How to Coach a High School Basketball Team."

A high school basketball team is as strong as its fundamentals. Any coach who wishes to produce a winner, therefore, must needs spend the greater part of his practice periods in constantly drilling the individuals of the team in the various passes he wishes them to use, in the stops and turns, in shooting practice, both on long and short shots (while moving) and in both offensive and defensive team play.

I plan my daily practice of one hour and a half the evening before and I adhere strictly to this schedule during the practice no matter what may turn up. I have found that in the rush and hustle of a practice period there is often a tendency on the part of the coach to forget, while drilling one fundamental, that another very necessary one may be slighted because the squad on that special day is apparently having trouble in mastering the earlier part of the program.

No matter how slow they may be, therefore, I cut them off the thing they are learning at the appointed time and hurry them to the next part of the practice schedule. Following the practice I review (that evening) the afternoon's workout and plan the next day's schedule, stressing the fundamentals with which they have been having trouble and giving less time to the things they have been mastering more easily.

An early season program of mine is generally of the following type:

4:00 to 4:15—Long shots and follow up shots; foul shooting (25 throws per man) all while the squad is gathering.

4:15 to 4:35—Passing drill; usually

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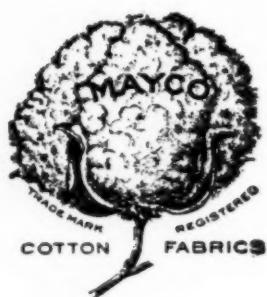


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eight men in a group in two lines of four facing each other and using certain passes (except the hook pass).

4:35 to 4:45—Dribbling and hook passing to a trailer.

4:45 to 5:05—Pivoting drill, front and rear turns, usually from a dribble with opposition fairly passive.

5:05 to 5:15—Short shot practice under the basket, stressing passes which feed the ball to the shooter fluffy, and easy, yet with speed. Passer follows the ball and passes out to the shooter, who passes to the next shooter, follows, etc.

5:15 to 5:30—Fast passing or floor drill, using three, four or five men and without or against very weak opposition either numerically or physically.

Later on in the season the daily practice period assumes the following aspect, changing more or less gradually from the first type as either fast or slow progress is being made by the squad:

4:00 to 4:15—Long shot and follow up drill; usually playing competitive game. Foul shooting.

4:15 to 4:30—Short shot practice under the basket.

4:30 to 4:45—Stops and turns or whatever fundamental needs polishing up.

4:45 to 5:00—Floor play without opposition or vs. weak opposition (numerically or physically).

5:00 to 5:15—Tip-off and out of bounds plays without opposition or vs. weak opposition as above.

5:15 to 5:30—Scrimmage, calling fouls, etc., just as in games.

These practice periods, it may easily be seen, involve but little scrimmage and a great deal of work on fundamentals. If my team is very new I may scrimmage a bit more; or if they are old heads, I work along at this type of group work with as little scrimmage as possible. Also if my team is big, I scrimmage more than if the boys are small and of the type that must save their energy for the games.

Throughout the season I watch closely the weights and physical condition of the individuals on the squad. I insist that any injury, especially those involving a break of the skin, be reported to me immediately for treatment, for it is the abrasions and cuts, not immediately tended to, which cause infections and the loss of a player to his team during the crucial or early part of the season. All coaches agree that this is when the player is learning the fundamentals without which he will be helpless as the season progresses. Therefore, I coach on the assumption that a player lost after the first six weeks for even a week or more can always return to

the squad with but little lost because of his absence, but I have seldom found a player who could wing back into the harness after a long absence during the first six weeks of the campaign.

In coaching my high school team I insist on regular attendance. One of my standing rules is that the second unexcused absence from practice automatically drops the candidate from the squad and an excused absence is rather in the nature of a miracle unless it be for injury, staleness, illness or something of that sort.

The practice following the game is usually in the nature of a corrective session, and I mercilessly harp on the faults of the game. In the dressing room immediately following the game, however, I keep still—the boys are too wrought up then to benefit by any criticism whether they have won or lost. Between halves I allow the squad three-fourths of the rest period to change jerseys, be rubbed down and rest. Just before they go out on the floor I speak my little piece if I think it'll help or else I keep still. While they are resting the first part of this period I may sit down beside one individual and quietly "put a bug in his ear" on some little thing or other.

In short, then, I teach fundamentals throughout the season and do my coaching during the practice periods—I key them for an important game or two, but I work on the assumption that the game is practically won or lost before they take the floor and that a lot of unnecessary emotional speech making gets to be rather in the nature of "an old thing" and as a general rule does little or no good.

Following this system in eight years of coaching, I have usually had a slow developing team that has come with a rush in the late season's big game and tournament play.

Question. What style of basketball offense and defense is Indiana University playing this winter?

Answer. On defense the team breaks rapidly and the men hurry down to the center of the court where each guards an opponent and stays with him until the ball changes hands or until he leaves the scoring zone. The men do not assume a set defensive position. However, they play the five man for man defense consistently.

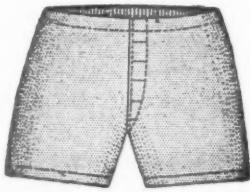
On offense the ball is advanced down the court by medium short passes. When the man with the ball nears the opponent's defense, his teammates dash for the corners. Frequently the ball is passed to a corner spot and there caught by a man on the run. Many of Indiana's shots for the basket are made from the corners.



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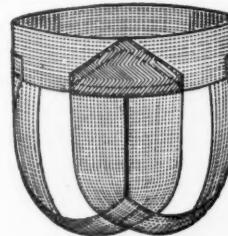
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 He keep from hitting a man when he is down.
 He keep his pride under in victory.
 He keep a stout heart in defeat, accepted with good grace.
 He keep a sound soul and a clean mind in a healthy body.

I feel like the young writer who sought the advice of an elder brother of the pen as to how to begin a story. He was advised to begin in such a way as to arrest the reader's attention, to hit him a wallop, so to speak, between the eyes. He pondered the advice and this was the opening of his next story: "Blazes," said the Duchess who hitherto had taken no part in the conversation." I have above flung at you out of the blue, the whole story of sportsmanship brotherhood. Our motto. Our object. Our code of honor. And our team. They may be left as far as

the readers of this magazine are concerned to speak for themselves. There is one feature, however, to which I may perhaps draw attention. We have behind this movement the foremost leaders of sport, capital and labor. This is a combination which, so far as we know, has never been hitherto achieved in this or any other country.

At this point you may be saying, "We agree with all that, but what are you going to do about it?" A very reasonable and pertinent question. But before I answer it, may I say a few words designed to create the perspective in which our activities should be viewed.

It is not easy to discover anything which is an exception to the axiom that "There is nothing new under the sun." The highbrow and historians can generally make out that our imagined novelties were thrown into the discard by the Chinese thousands of years ago or that the folks of the Old Red Sandstone Period had the same idea or device which we fondly believed that we had discovered. But the claim which we make has not so far been challenged by any pundit or by anyone else as far as I know. And our claim is this: that for the first time in the history of the human race we have a medium—sports and games—through which it is possible to reach the hearts and minds of literally hundreds of millions of the human race and in so doing to promote national morale and international good will. I think that you will agree with me that the importance of this tremendous possibility has not yet been fully grasped and publicly acknowledged. And its importance is immeasurably enhanced by the fact that this colossal opportunity for betterment of human character at home and abroad is unprecedented in the history of man. This wonderful instrument fraught with such potentiality for good must have been given to us by Almighty God to be turned to the benefit of man. Let us not leave our talent half-cared for or in disuse. Let us cultivate it to the full. Let us do something practical. Let us all give the wagon a push.

Let me explain how we wish to function. We have set our face against the creation of our new machinery. It is our object to act as a central intelligence department for all those organizations and individuals who are concerned in fostering

and spreading the spirit of sportsmanship. And in so doing to form a liaison which will secure a cumulative effect for their efforts. We have two main objectives at this stage. (1) To teach every individual the theory and practice of the code of honor of a sportsman. (2) To promote international sport between the rank and file of the nations. We have two working-models in process of evolution. First, the New York State High School Athletic Association, of which Mr. Daniel Chase is president, has become a chapter of the Sportsmanship Brotherhood, and we hope that every school in New York state will have its own chapter under the parent chapter of its athletic association. Second, Worcester County, Mass., has challenged Worcestershire, England, at Soccer football. The challenge has been accepted and next fall a team of amateur working men, football soccer players will invade Worcestershire, England. Ten thousand dollars has been subscribed by the people of Worcester, Mass., to defray expenses. I need hardly say how earnestly we hope that the seven and one-half million members composing the units of the National Amateur Athletic Federation will each act as a missionary of the spirit of sportsmanship. Those who realize—as these members must—the vital importance to the world today of this spirit, are through this realization its trustees, bound to uphold the spirit by practice and precept; bound to give practical manifestations of the faith that is in them.

Question: What are the new interpretations of the basketball rules as adopted by the Western Conference?

Answer: (a) If a player in shooting the penalty for a technical foul steps over the line, the goal shall not count and the ball shall be put into play at center. (b) If the player in shooting the penalty for a personal foul steps over the line, the goal shall not count and the ball shall be put into play at the free throw line, between the two nearest opposing men. (c) If a shot for goal strikes the top edge of the back-board and then drops through the basket, the goal shall count. This does not mean the supports, super-structure, etc.—top edge only. (d) If a misunderstanding occurs as to who is in possession of the out of bounds ball, play shall be held up until both captains are ready.



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The Place of Athletics in an Educational Program

*Address of President Ernest M. Hopkins of Dartmouth College, Before the National Collegiate Athletic Association in New York,
Dec. 30, 1925*

I received the courteous invitation to address this meeting of the National Collegiate Athletic Association in the late weeks of the summer. I accepted with appreciation of the opportunity offered. At that time, I expected to confine myself to a discussion of those decreasing, but still existing, faults which here or there pertain to the affairs of intercollegiate athletics—faults which sometimes work contrary to the aspirations of the American college to develop an intelligent manhood, upright in its personal characteristics and honest and generous in relations with its fellows.

I have in no wise changed my belief that attention to such faults is a continuous responsibility for all men interested in colleges or in intercollegiate athletics. The more pervasive the influence of athletics may become, the more serious are any defects which may attach to this activity.

So rapidly has the situation changed within the last few weeks, however, and so largely has skepticism been aroused in regard to the spirit which pervades the institution of intercollegiate athletics, that emphasis needs to be placed at another point in public pronouncements at this time. For the moment it seems to me to be more important to suggest consideration of the fact that intercollegiate athletics have their major recommendations, their elements of effectiveness in developing desirable human ideals, and their influence in illustrating in actual practice the merits of certain principles which at most the college curriculum can simply state.

I have in no wise abandoned my belief that intelligent treatment should be given for those minor ills which afflict the patient. I would, however, very strongly argue that the patient be placed under the ministrations of those who seek his health rather than those whose convictions lead them to desire his demise.

For common understanding, please realize that in discussing the subject, "The Place of Athletics in an Educational Program," I am thinking of

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"Personally, I have not found the well-bodied, emotionally normal, physically active and sports-loving college man less capable mentally nor less sensitive morally than his fellows who have lacked these attributes."

"The standards of intercollegiate athletics are higher at the present time than ever before, and conditions within are cleaner."

"Character development, moral stamina, those forms of generosity which we call sportsmanship, are produced in the actual life of the college community and in this the greatest single agency for their production, is the institution of intercollegiate athletics."

intercollegiate athletics, and largely football, and that I am thinking of these in terms of the American college. Consequently, in view of the turn of events more recently my words will have to do mainly with the question of the place of intercollegiate athletics in the American college.

The Standards of Intercollegiate Athletics

As I embark upon the hazardous sea of pronouncement of belief in regard to this highly controversial subject, I wish to make one statement for the many who will not agree with me. My course has not been marked in ignorance of the storm signals flying at all points, but rather has been prescribed by these. The standards of intercollegiate athletics are higher at the present time than ever before, and conditions within are cleaner. In this matter, as in other major affairs, ultimate advantage, I believe, cannot so definitely be expected from revolution as from a policy of gradual evolution.

In the ancient Book of Wisdom which we call Ecclesiastes, the preacher-king enunciates a fundamental

principle of administration in these words: "To everything there is a season, and a time to every purpose under the heaven: *a time to break down and a time to build up.*"

It is then with a deep-seated conviction that vital values lie in intercollegiate athletics which ought to be preserved that I undertake discussion of the subject assigned to me. It is, likewise, in definite belief that in connection with this institution the breaking down processes are further advanced than is commonly recognized, that I would call upon the friends of athletics for their immediate and intelligent concern. Let them not fail to recognize abuses, but let them rally to the task of building up understanding of the real significance of intercollegiate sports! And let them further rally to the task of making this significance worthy of the deep influence which it exerts.

The breaking down process is naturally always at work among those who hold that the purpose of the American college is solely a scholastic purpose and who believe that the college responsibility is the production of an animated mental process, regardless of any other qualifications. These believe that their conception of a college purpose could be far better achieved if the institution of athletics were non-existent. Furthermore, they believe that the interest now given to athletics would, if these were eliminated, be given by college men to self-development intellectually.

Antagonistic Criticism of Athletics Has Developed

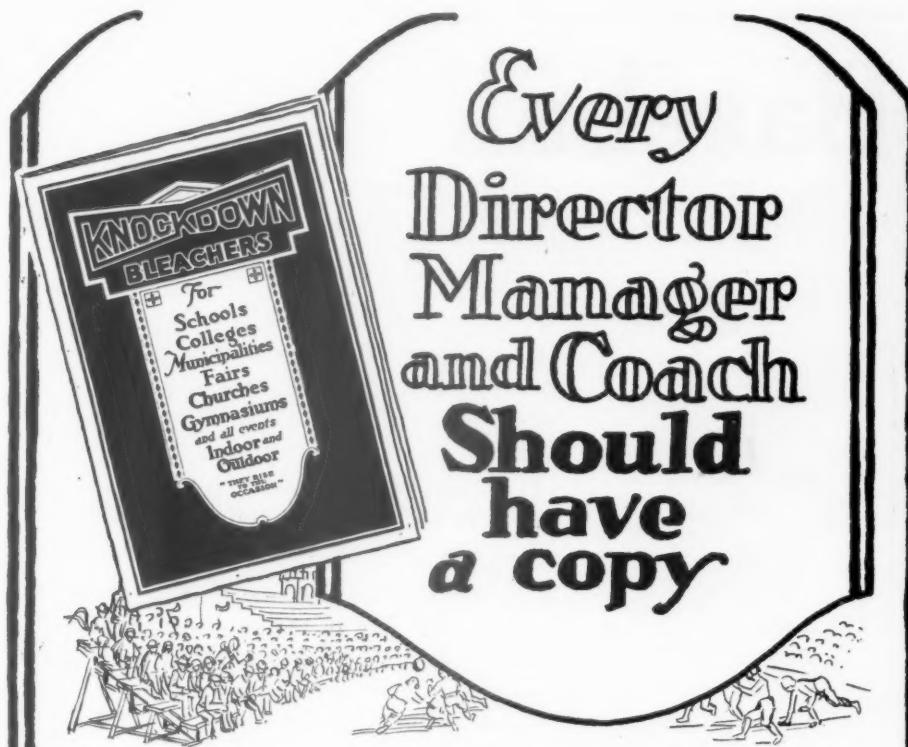
To this permanent group of the opposition has now been added a violent and increasing wave of antagonistic criticism both within and without the colleges, from among many of those heretofore friendly, or at least not hostile, who feel themselves to have been disillusioned. The thinking of those of this group is somewhat along this line: That they had assumed men in college athletics to be men in college primarily for an education and to be incidentally on athletic teams, whereas, on the basis of recent developments they have be-

come convinced that intercollegiate teams are made up of men primarily athletes, accepting the academic discipline merely for the sake of being eligible for competition in college sports and gaining personal glory and renown therefrom. Hereupon they logically ask why, at a time when educational opportunities are too few for those desiring them, taxpayers or private donors should be called upon to support eleemosynary institutions wherein so many of the available places are pre-empted by men primarily seeking athletic reputations which they may capitalize commercially. Especially, they ask why should this be so when other men, with less muddled conceptions and less distorted perspectives would more profitably and more legitimately utilize the educational facilities which the college offers. Also, many another related question is asked.

These queries must be given consideration. By all means, let us seek to correct defects and to remedy weaknesses. At the same time, if these weaknesses are simply incidental to the general structure of intercollegiate athletics rather than significant of a general decay, let us strive that virtues shall not be ignored and that strength shall not be overlooked! Let us, for instance, ask how many, among the tens of thousands participating in athletics in the hundreds of colleges, have given us cause for disappointment or have led us to question the influence of college athletics or the intelligence of those men in estimating relative values.

There is some light, at least, offered at this point in reading a list of the recent elections to Rhodes scholarships for three added years of highly intensive study to be superimposed upon the college course. Among these appear such names as those of George Pfann of Cornell and Nate Parker of Dartmouth, and others of the same kind. There is further illumination in the attitude of Oberlander and his mates on the Dartmouth team of this year, of Tryon at Colgate, and like men or groups on many another team among the hundreds of colleges playing football.

Those victims of professional promoters who sell their academic birthrights for messes of pottage are less to be condemned than commiserated, for to them the time is soon coming when realization will be forced upon them that no easy money will ever pay them for loss of the affectionate regard of their fellows or for loss of the idealizing admiration of the public. These men, however, who constitute but an insignificant percentage of men playing football, are not rep-



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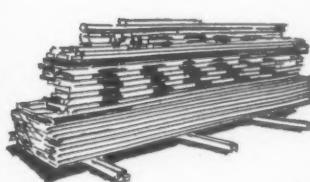
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representative of the thinking of college men in general nor indicative of the spirit of intercollegiate athletics in which college men participate. These facts should not be forgotten in investigations which may be undertaken and in reappraisals of the merits of intercollegiate athletics which may be sought.

The Purpose of the College

I hold unreservedly to the belief that the supreme purpose of the American college is the development of intellectual capacity, the stimulation of mental interest, and the enhancement of the sense of moral and spiritual values among its men. But I have never been able to convince myself that this belief was exclusive of another conviction that admirable as these qualities are in any men, they are particularly admirable and doubly effective in men having capacity for or interest in a wide range of life's activities.

I cannot acquire much interest in the mental dullard nor can I avoid impatience at the man capable of distinctive achievement in matters of the mind who allows himself to be satisfied with mediocrity in scholastic accomplishment or to be complacent with nothing better than passing marks. It is to be emphasized, however, that the majority of men of this type are not the athletes nor the doers of anything else in the community life of the college. The great proportion of these men who rank as ineffectives, and almost non-participants, in the curriculum life of the college are as well non-participants and lacking in interest at every other point where effort is demanded or where accomplishment is expected.

Personally, I have not found the well-bodied, emotionally normal, physically active and sports-loving college man less capable mentally nor less sensitive morally than his fellows who have lacked these attributes.

The Scholastic Specialist

I have great respect for the scholastic specialist who sacrifices all else to the perfection of final excellence within his chosen field. He is a profitable and oftentimes an indispensable servant of humanity. His contribution to life, nevertheless, almost inevitably and invariably will be that of a specialized staff officer, informed in regard to a single subject, rather than that of a principal upon whom the world's responsibilities may be loaded. The world's work will never be done, nor will understanding of its problems ever be possessed by him in like degree with his brother of intellectual acumen and trained mind, who supplements his mental equipment with a

broader outlook upon life's interests and with keener perceptions of the varied colors and shapes constantly appearing in this kaleidoscopic universe. Upon the development of a manhood of this latter type, the enthusiasms, the ideals and the practices of intercollegiate sport are not without a genuine and a desirable influence, the equivalents of which are not available elsewhere in college life.

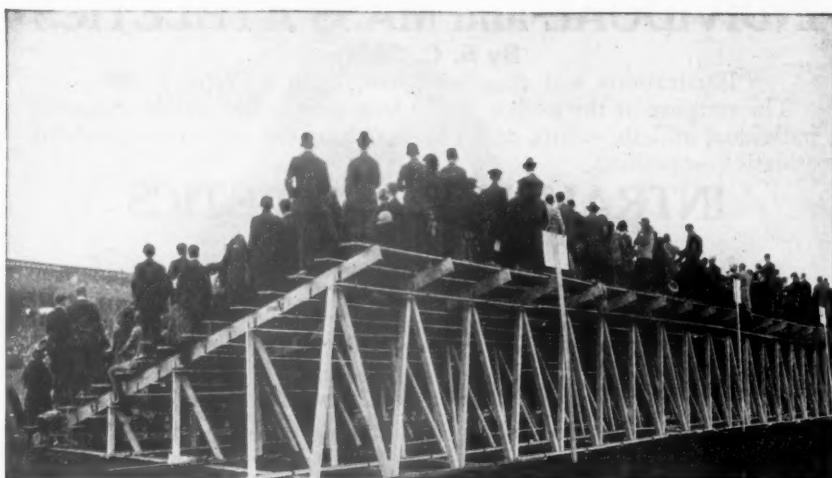
I admire and respect genuineness, even in behalf of what seem to me to be mistaken causes. But I abhor the pose of a decadent culture, and dislike the affected sophistications of superficial observations or callow theories of individualism, to which many of the undergraduates in American colleges today seem to be particularly susceptible. To the contagion of these attitudes, the ideals and influences of intercollegiate athletics, including, if you will, sometimes hysterical fervors and loyalties, offer the most effective antidotes which are at hand. Until some other antidote as pervasive and as effective can be discovered, and its efficacy proved, I am unwilling to see intercollegiate athletics ham-strung or even radically dwarfed in American college life.

I hope that it may be recognized that in dealing with general principles and in considering general attitudes, I am consciously and deliberately omitting the discussion of many a reservation which I have in regard to details of policy or procedure. In the time available for my talk this morning, there is little opportunity for more than categorical statement. Obviously, little opportunity could be offered in a session of this sort for detailed argument or for itemization of data upon the basis of which conclusions have been formed.

At other times I have tried to suggest the implications of the fact that man is not a disembodied intellect and is not likely to become so, that he is influenced by heredity and environment, that he is susceptible to indirect and obscure impulses about which we know little, and that he responds in varying degree to stimuli from within and without of whose origin we know nothing. It is not simply rhetoric when we discuss the function of the American college in terms of the development of manhood.

The College Community

Never, from the days of college beginnings, has it been possible to shut the college life up to an interest solely in matters of instruction and of learning. Youth of earlier times who have sought the colleges have not shunned quarrels, avoided tumults or looked askance at fights. Today they



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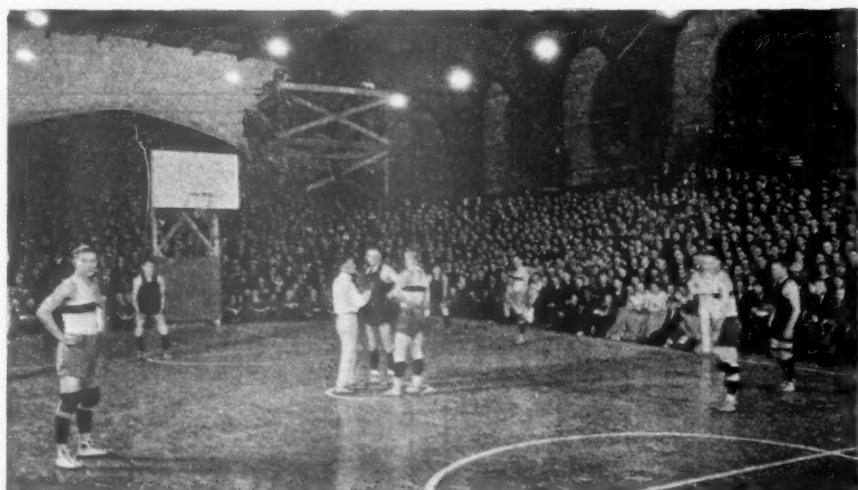
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are not freed from the necessities of the give and take in personal relations which are inevitable concomitants of group life. Neither in the remote past nor more recently have they been dehumanized as to appetites or passions, the control of which is the first step in developing true manhood, and a step without which intellectual development is futile. Hence began long ago and has continued to our own time, as it will continue through all time, the development of the college as a community alongside of and intertwined with its development as an agency for stimulating the mind. Traditionally, the processes are of like age.

If we make this distinction in college life between the educational program and the community, I would be willing to accept the assertion that technically speaking, athletics have no place in the educational program. If the sole function of the college were to maintain an educational program, I should favor the elimination of athletics. The logic justifying such a statement has already reasonably and desirably led to the abolishing of athletics from the graduate schools of America and from most of the professional schools. Among these, in the large, no responsibility is assumed for anything except the educational program.

Athletics, then, in the field of higher education, is a problem pertaining exclusively to the college and to the undergraduate departments of universities. Our convictions as to the legitimacy of athletics in the college life ought to depend very largely upon the extent to which we believe the college could, if it so desired, confine interest exclusively to the curriculum and the extent to which we believe that the American youth would become a better mate for his fellows and a more desirable member of society if this were done.

Scholarship Before the Advent of Athletics

I have heard description from many an alumnus of many a different college, of life and conditions in the years before athletics became a feature. Even then, not all available time was given to intellectual pursuits. Seriousness of purpose was not universal. Dissipation was not unknown. Conventional behavior was not more refined, and personal courtesy was not more considerate. In fact, *au contraire!*

Likewise, my own observation of and information about men in countries where intercollegiate athletics do not prevail in connection with edu-

cational institutions have not led me to a conviction that athletics should be lightly dispensed with at home.

On the positive side, there seems to me, first, to be a presumable connection that cannot be lightly disregarded, between athletics and many healthful features of college life today as compared with undergraduate life of earlier days. Secondly, there seems to me, in other things than sport, to be an aptitude for team play and a virility and a sense of desirable sportsmanship in the American college man not so evident in the students of countries where athletics are unknown or undeveloped in connection with institutions of higher learning.

On the negative side, though I were to ascribe to intercollegiate athletics evils greater than any which I believe to inhere in them, I still should wish to know what was proposed to take their place, and something of the likelihood that their place would surely be taken by the suggested substitute if athletics were to be dispensed with.

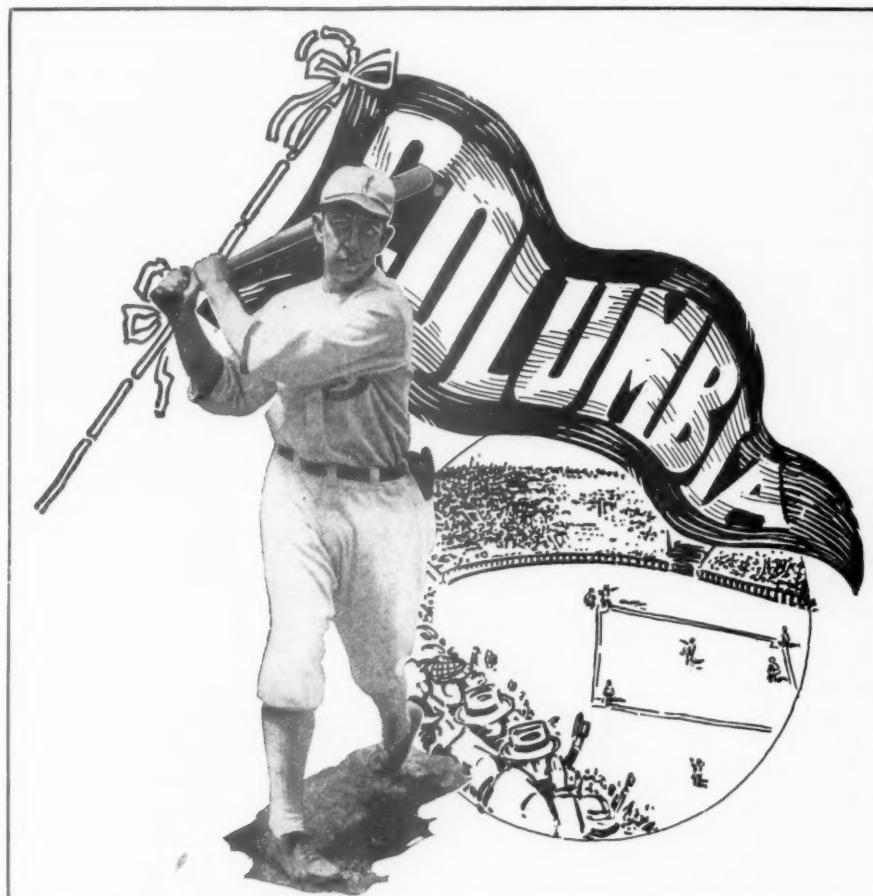
There is scriptural authority for the fear that a miraculously created void may not be advantageously filled. The evil spirit which returned to the antiseptically swept and garnished chamber, from which it had been cast out, came not alone, but had associated with itself seven other devils; and the latter state was correspondingly worse than the former.

Promoting Scholarship by Prohibiting Other Interests

It is not surprising, in a country where we strive to make men temperate by legislation, industrious by court decree, and happy by political oratory, that we should assume our ability to make men scholars by denying them the opportunity for indulging in any other interest. But arguing from analogy, we lack the certainty that this would be the inevitable outcome!

Consequently, arguing either from the one point of view, of an inherent merit resident in athletics, or from the other point of view which holds their influence a lesser evil than many others which might come in to the vacuum they would leave, if they were to be abolished, I hold to the belief that athletics are a legitimate and a salutary interest of college men and therefore that their maintenance and control are a legitimate and a desirable responsibility of college officials.

The American temperament is a competitive temperament, and at work or at play, it responds best to the spirit of competition. The organization of the American college is



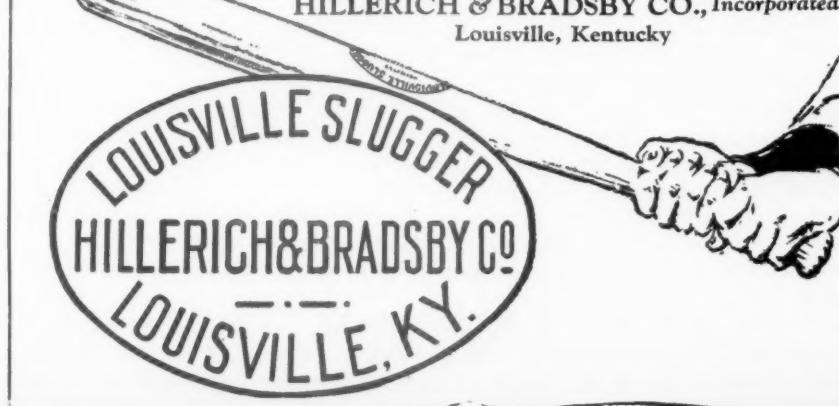
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not such that a spirit of rivalry in intramural sports or in interclass competitions can be aroused sufficiently to be of major consequence. Because athletics on a scale to interest any considerable number of men require the final incentive of intercollegiate contests as a goal, I believe, as for other reasons, in intercollegiate athletics. Because, when things are to be done, I see no virtue in doing them meagerly or poorly, I believe in accepting the financial support for doing them well from an interested public, eager to proffer this support. And because I think that standards of excellences are desirable attributes of life and that interest and approval of one's fellowmen are not unworthy ambitions in life, and further because I believe that experience in undergoing and accepting criticism of impartial observers is not an unprofitable process in preparation for life—because of these theories, I am not violently outraged at the interest and comment of columns of the metropolitan press, even if often I would like to change their emphasis.

Strictly, perhaps, these things have little relation to formal processes of education. Rightly conceived and wisely directed, however, they all have very vital relationship to preparation for life and thus they cannot be held irrelevant to or undesirable for the college.

The American College and the American People

Viewing the question in general terms, the American college is a product of conditions and circumstances unlike those which have created or perpetuated institutions of higher learning elsewhere. It has arisen and acquired strength because of particular needs and particular opportunities which pertain specifically to economic, social and political conditions in the United States.

The attributes of life within the American college cannot advantageously be considered in disregard of the attributes of the American people. Whether for good or for ill, the college does not and cannot either quickly or radically change the thinking within its student body which has been instigated and developed by eighteen years of membership in the American home and by more than a decade of susceptibility to the standards of American public interest and opinion. This is a factor entitled to consideration when we undertake to say what should or should not be done in directing the life of a college undergraduate body.

Moreover, as the wave of protest within the colleges against athletics and the attitude of criticism without, bulk higher and larger as a result of recent occurrences, incidental though regrettable, let us reflect upon some of our own obvious characteristics. As a people, we are without concern for nice distinctions in judgment. We think and act on the basis of antipathies. We vote not so much for men whom we admire as against those we dislike. One offense which we deplore or one weakness which we despise figures more largely in determining our judgment than ninety-nine virtues in accord with our general theories of desirable practices.

Moderation as a principle, in theory or practice, is held to be a sign of weakness and to be effete. Our confidence and our support are almost invariably given to one or the other of two schools of extremists. One is made up of that supposititiously stalwart and rugged type which holds that whatever is right, and not only refuses to be stampeded, but refuses likewise to be moved. The other is made up of that much adulated red-blooded, two-fisted type, which is expected to square its shoulders and to charge forward, even if with proverbial blindness it demolishes the pillars, and in striving to correct incidental abuses, brings down the roof in general destruction.

Throughout all of its work and in all of its relations to society, the American college suffers from the prevalence of these characteristics among the American people. The colleges are of necessity acutely susceptible to these attributes, always. Now, in this matter of intercollegiate athletics, as ever, everywhere, the opposing attitudes of irritated obstinacy against any change and of impulsive desire for violent change, are about equally dangerous to the well-being of the college.

Athletics, as existent in the colleges today admittedly have their grave weaknesses, their serious faults, and their unfortunate influences. Nevertheless, the history of the past quarter century shows not only an eagerness, but a capacity in the field of athletic control for correcting evils and enhancing virtues, viewed in terms of influence upon ideals of community life among undergraduates, that has not been exceeded in other fields of human activity within or without the college.

Under these circumstances, I should personally be not merely unwilling to have athletics subjected to proscriptions of emotional criticism,

or astigmatic suggestions for reform, but I should further deplore any proposition that should not include time for deliberation, facilities for fact-finding and open-mindedness in adopting conclusions.

I am not neutral nor passive in regard to this proposition of the essential desirability to college life of intercollegiate athletics. I wish to see them constantly scrutinized and constantly improved. I wish to see a constant study made of the desirable adjustments to the curriculum life of the college, that their virtues may be magnified and their defects be minimized. But I wish this to be undertaken in a spirit of appreciation for the genuine values which are attached and for the delicacy of some of the adjustments which are involved.

If no alternatives should be offered, however, except the retention of things as they are, or the adoption of a program of only partially thought-out panaceas, I should wish to commit myself to maintenance of the *status quo* until this could be examined in the light of what might be the effect of suggested reforms and what probably would be the result.

Returning, for a moment, to the distinction which I earlier made, between the curriculum life of the college and the community life, I wish to reiterate this thought. Sense of such indispensable attributes for community life as the will for cooperation, team play, and the willingness to forget self for advantage of the group, are inculcated largely in the community life of the college, and can be but little inculcated elsewhere. Character development, moral stamina, those forms of generosity which we call sportsmanship, are produced in the actual life of the college community, and in this the greatest single agency for their production is the institution of intercollegiate athletics.

The stimulated intellect is, of course, the primary purpose of the college. But is not the man whose intellect has been stimulated doubly valuable to society when he is qualified to become an effective agent in the community in which he lives! As preparation for this, the ideals of the college community have influence beyond reckoning. No agency of undergraduate life so powerfully binds the college community together nor, on the whole, so advantageously permeates its ideals as do the undergraduate sports. Hence, let us not deny them either the consideration or the credit which is rightfully theirs.

Athletics have a desirable place in the American college!



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By James W. Coleman

The five man, man for man type of basketball is very effective and safe when properly used. In this type of defense each defensive man has but to watch his opponent as the latter crosses the center of the court into scoring territory and to stick to this opponent while the latter is in the scoring end of the court, or when there is an opportunity to intercept a pass or pick up a fumbled ball. If the man on offense leaves the scoring half of the court the man on defense does not follow him into the other end of the court unless his own team has the ball, but waits for his opponent to come back, thereby saving his own strength. When the defense plays in this manner there is not so much chance that two men will be caught guarding one opponent as there is if the five man shifting zone defense is used. Another advantage of this type of play is that the men on defense do not need to worry regarding the number of opponents that are in front of the defense or to figure how many have sifted through the front line. The duties of each defensive player are clear and there is not much chance that a man will be confused if he uses this plan rather than the zone system. This is one reason why it is especially well adapted to younger boys or to teams that have limited practice periods, exceptionally short seasons or are without a coach. In other words, this system is more nearly fool proof than the shifting five man zone game.

In the five man, two line, man for man formation the front line of defense usually is made up of the center and the two guards and the second line of the forwards. On a court ninety feet in length the center will be on the middle line about two yards back of the center circle and the guards about one yard back of the center and from four to five yards on either side, the exact distance depending upon the width of the floor. The forwards constitute the second line about five yards back of the other three men. The forwards are in position directly behind the open spaces between the center and guards. The why the guards are selected to play the forward positions is that it is assumed that they have greater defensive ability than the forwards. They are expected to cover their opposing

forwards and the center guards the opposing center. This leaves the offensive guards for the defensive forwards. The defensive men pick up their respective opponents as soon as the latter cross the center of the floor into scoring territory. They then stick with them very closely at the same time watching the ball for an opportunity to intercept a pass. The defensive men should not face their opponents in such a manner that their backs will be toward the ball. They should remember that they are playing for the ball and not the man, for as some wit has said "they cannot put the man through the basket." The man with the ball should, of course, be guarded more closely than the others so as to make him pass inaccurately. Defense after all is only temporary and every man on defense should remember that it is necessary to play offensive basketball to win games.

The offensive man will usually approach the defense in much the same order with the forwards and center the first men down the court. The guards are usually coached not to come down as fast or as far as the forwards and the center do because the forwards and center have been selected to play their respective positions because of their ability to shoot accurately. Most teams also keep a standing guard in the back-field. This man seldom comes up past the middle of the court and the running guard who is generally used as a trailer seldom advances in front of the ball. Thus the defensive work of the two forwards on defense is lessened and their strength consequently is conserved for offensive work.

When the opposing forwards and center advance into the scoring zone the defensive guards and center will then be drawn out in the first line of defense. When this happens the defensive forwards move up from the second line and fill the gaps made in the first line of defense. When they shift to the fore they are then in position to cover their respective men, namely the defensive guards, and at the same time are in a good position from which to start a fast counter-attack if the ball is intercepted or recovered for a shot or fumble.

No matter what system of defense

is employed, one of the most important things is that the team be able to break rapidly from defense to offense. When the ball is recovered or about to be recovered by their team mates they should be able to break quickly from offense and assume a defensive position as the case may be. The five man, man for man defense certainly makes possible a fast break and since this is one of the most important features of team play it emphasizes the value of this style of a game.

Perhaps another word of explanation regarding the defensive formation of a team using this plan would be in order. When the ball is secured by the opponents in their defensive territory all five men on the other side hurry back of the center circle and take up the positions as heretofore described. As the opponents attack the set defense the guard on the left of the center takes the first on his side of the court as an opponent and follows him into the scoring zone. This opponent in all likelihood will be a forward. The center chooses the opponent who comes down the middle of the court and the other guard takes the first man down on the right side of the center. As the front line of defense is thus broken the forwards who previously were stationed back near the basket come up and form a front line of defense. There should be little if any confusion in making this shift and since the forwards when moving up are in motion toward their own goal they are in a fine position to start a counter attack.

Basketball Plays

(Continued from page 5)

to expect a play always to work on a cut and dried plan.

The play allows for a varied condition of the opponents' defense. His team does not propose to lose the ball to the opponents by following regardless of circumstances a set sequence of passes. If one pass appears dangerous, the player takes the optional play.

One of the most glaring faults of offensive basketball might be minimized considerably if teams would adopt the option principle. To be specific, too often a player attempts a pass to a teammate when an oppo-

nent has the better chance to catch the ball. An offensive opportunity is thereby lost; but, worse still, the interception often leaves the passer's teammates totally out of position for defensive play. The interception lost for the passer's team a scoring chance and provided the opponents with an easy opportunity to score. The coach is largely to blame for this fault among his players, especially if he assumes that the game requires slam-bang-take-a-chance tactics, and, therefore, does not teach his players to protect the ball from the opponents, and thus make the most from the possession of the ball. He should not fail to criticize a player in practice who permits an opponent to intercept his pass. The interception is too often looked upon as a part of the game, and practice goes merrily on with the ball first in the possession of one team, then the other.

Diagram 2. It would seem to require considerable courage on the part of a coach to place two forwards and two guards in his own territory and then send just one man after the ball on the tip-off. If an opponent obstructed the receiver and a second opponent got the ball, then the opponents would have two men down near their own goal immediately against one man, for the diagram indicates that 4 dashes into defensive territory.

Diagram 3. One guard takes the ball, the other guard dashes for his own basket and receives a pass from his teammate, who follows in on the shot. The center also follows in. The forwards draw their guards out. This is a good example of a five-man offensive. It is a daring play and should score points when it proceeds as planned. This play goes a step in advance of the exchange theory that will be outlined in the discussion of diagram 4.

Diagram 4. The play shown in this diagram has much merit. The center and a guard work the ball up to the first line of defense; then as a forward comes out for a pass the center dashes in towards the goal. This maneuver should cause the first line of defense to break, otherwise the two defensive guards would have two forwards and a center to cope with. This play holds the center back temporarily; then as a forward comes out, the center dashes in. If the defensive guards' first line remains intact, he will be compelled to change from the forward coming out to the center who is going in. Unless this guard gets help from a teammate he will have two men to play against. Basketball scores largely result by this odd man method.

The holding out of an offensive player, then having him dash in is

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probably the principle on which the next advance in offensive basketball will be made. Some coach with a smart group of men will develop an offense based on an interchange of guards and forwards. On a designated pass, perhaps, the forwards would come out and the guards would go in. Such a system would certainly cause the defensive to change men. Such a style of play should be difficult for a man to man defense or a zone defense. It presents, too, some defensive problems for the team employing the exchange method.

Diagram 5. This play should be effective if well timed. Number 1 would have to cut early enough so as not to interfere with the pass from number 2 to number 3. The statement in the description to the effect that number 1 cuts inside his guard deserves a word. Forwards should uniformly cut inside the guard, then the player is on the ball side of his guard and may receive a pass. When he cuts outside his guard he too often buries himself or the guard intercepts a pass intended for said forward. A host of teams might improve their game by applying the inside cut principle.

Diagram 6. The out of bounds play detailed in this diagram is sound. It shows number 3 cutting on the inside. The defensive players X3 and X1 must determine promptly which one will take O3. If they both chase him, five would be left free. If neither of them cover 3 a score should result. This play would test the efficiency of the opponents' defense.

The play brings one question to mind: why should number 4 use a hook pass to number 3? A regular overhanded or side arm pass would seem to meet the need better.

Class Boxing

(Continued from page 14)

Lesson Number Seven

a. Feint a right to the body, bring it straight to the head.

b. Feint a right to the head, bring it down to the body.

c. Feint a right-hand uppercut, bring a left hook to the jaw.

d. Feint so as your opponent will step back, then swing an overhand right to the jaw.

e. Shadow boxing.

III. Side Steps

Lesson Number Eight

a. Take one step back with the right foot, leaning the body back (to make opponent's lead fall short), dropping the right arm to the waist, then bring the right-hand uppercut to the body or chin, stepping in to add weight of the body to the blow.

b. Step to the right with the right foot, pivot on the left foot, hit a right swing to the head.

c. Step to the left with the right foot behind the left foot, hit a right swing to the body.

d. Step to the right with the right foot, then hit back with a jab.

e. Shadow boxing.

IV. SHIFTS

Lesson Number Nine

a. Start a left swing, stop it half way and hit a full right swing, shift the feet with the punch.

b. Start left, stop it, start right, stop it, full left swing, shifting the feet with each start.

c. Start right, stop it half way, swing left.

d. Start right, stop it, start left, stop it, full right swing.

e. Start same punches and finish with uppercuts.

f. Shadow boxing.

Don'ts

Don't stiffen the muscles while sparring for an opening, as stiff muscles soon tire and speed is thus lost.

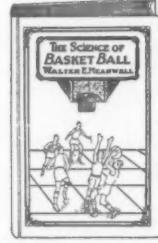
Don't spread the feet at any time more than twelve or fifteen inches, according to the height.

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What the Editors Say About Athletics

The following editorial, taken from the Quincy, Illinois, Herald, is presented here not because the editor believes in the sentiments as outlined, but because it represents a point of view that a great many editors and others have taken regarding the coaches in our educational institutions. The man who believes that college and high school football is professionalized because the coaches are paid salaries has indeed a queer complex. It is just as sensible to say that teaching and preaching are commercialized because the men who teach and the men who preach are paid for their services. Everyone will agree that the school teachers, college professors and ministers of the gospel are not paid as highly as they should be. It has recently been estimated that the average yearly wage of the college professor is two thousand dollars per year. Undoubtedly the average yearly wage of the football coaches is somewhat higher than that. However, if their salaries are distributed throughout the year as in most cases they are, due to the fact that the men have other duties in addition to that of coaching football, it would probably be found that their average salary is not nearly so great as is commonly believed. A suggestion that no coach be paid more than a college professor indicates that the man who makes the suggestion has not given thought to the subject. Granting that the labor union scale should be decided on throughout the country for college professors and athletic men, and there are a great many who will not believe that this principle is wise, then who is to determine which college professor's salary is to set the standard? President Burton received a yearly salary of twenty-four thousand from the University of Michigan. Certainly there would be objection to paying all of our coaches that much money. Billy Sunday's income as shown by tax returns is two hundred thousand a year. That is more money than any coach has ever made in a life time.

Most of the successful coaches would undoubtedly earn far more money in other fields than coaching, if they would devote the same time, thought and energy to the other thing. Every year when the freshmen enroll in the school of athletic coaching at the University of Illinois Mr. Huff advises them that if they have elected this work because they think it will pay them well that they are mistaken and he suggests that if that is their thought that they should not go on with their enrollment but rather should transfer to the college of medicine or law or engineering or business and commerce. The editorial in question follows:

Danger to Football is in Coaching System

"The risk of professionalism in football is not in the playing, or the players. Even if a Red Grange turns professional afterward, it does not particularly corrupt the game. The real risk is in the coaches, and in the commercialization of the game as a spectacle."

"Intercollegiate games have become, to an alarming

extent, a battle of the professional coaches, each working for his job and his professional prestige. And they have become great business ventures, whose profits support the more legitimately collegiate athletics.

"A winning team is a professional triumph for the coach, which increases his cash value. And complaints come from the general non-collegiate public if preference is given in tickets to collegians. If it is a public circus, they are right. The rule should be "first come, first served." But if it is a collegiate event, with college spirit as its chief motive, the collegians should be preferred spectators.

"A committee representing several eastern colleges has suggested that no coach be paid more than a professor, and that the coach be not permitted to sit on the bench, where he can direct the game. His function should be the preliminary training, but the actual game should test the captain's rather than the coach's directing capacity.

"And, if the coach could aspire to no higher salary than a professor, coaches would be recent graduates, serving only short terms, and thus only semi-professional. So drastic a reform is unlikely soon. But the proposal of the remedy suggests the diagnosis of the evil."

The editorial "Relative Values in Fame" taken from the Seattle, Washington, Times is very interesting. Probably if seventy-five high school principals or college professors were asked to tell who "Red" Grange is all would answer correctly while undoubtedly if these same men were asked to name the Supreme Court judges or the governors of the forty-eight states not many of them would be able to do so. From this then it might be assumed that college professors are more interested in football than in other more serious things, but this would be a false assumption:

Relative Values in Fame

"By way of testing public information in the United States, an eastern newspaper recently asked seventy-five persons to name the university whose football uniform is worn by Red Grange. The seventy-five answered correctly: 'The University of Illinois.'

"The same seventy-five were asked to name a distinguished educator at the same university who had achieved international fame as an economist and as an authority on money systems and public service. Every one was completely stumped.

"It was argued from this test of relative importance of two men that the country is disposed to be frivolous and bird-headed.

"Of course, it was a trick question. The public remembers names heard the oftenest. For example, the name of Steve Brodie, the bridge jumper, is a fixture in the current slang of the country, yet relatively few persons recall the name of John Roebling who built the bridge.

"It cannot be successfully contended that because of the ephemeral fame of a baseball or football idol we have no appreciation of permanent works that contribute greatly to the welfare of the nation.

"Most persons have at some time endeavored to memorize the names of our Supreme Court justices, yet, because memory is not frequently refreshed by

printed lists, the average citizen must confess to some uncertainty.

"Anyway the president of the Illinois University, whose name the seventy-five were unable to recall, never made any eighty-yard runs down a hostile field. Such an exploit confers fame which many sessions of the Pan-American Financial Conference could not do."

Dr. Wilce in his splendid address before the National Collegiate Athletic Association suggested that a college could have any kind of athletics that it chose. If it wanted professional athletics it was possible to get that kind and if it wanted educational athletics that too was possible of attainment. If all of the college presidents would take the same stand as that taken by President Henry Nelson Snyder we would hear less about the evils of athletics. The editorial in question follows:

STATUS OF FOOTBALL

"The Greenville Piedmont tells the story of how two hundred alumni of Wofford college assembled at a banquet at Florence and heard a striking speech from President Henry Nelson Snyder. After agreeing with Governor McLeod that football is the only sport which is not commercialized generally, he said, according to the Florence News-Review: 'It is the last citadel of amateur sport by gentlemen. If we have to hire our men, the sooner we get rid of football at Wofford the better. We don't want to think of our students as a purchasable commodity. It would poison young manhood at its source.'

President Snyder then said that some alumni had approached him with requests that he allow them to send a scout 'out west' to get a football squad, but he replied: 'Gentlemen, there are two reasons why I cannot permit this: First, it is not honest; second, it reflects on the physical manhood of our own state.' He went on to say that he likes the color, romance and zest of football and that discipline at college is better because of sports.

"Of course, the Wofford president is right, says the Greenville Piedmont. Hiring players is not honest from the viewpoint of clean, honorable sport, and it does reflect upon the physical manhood of South Carolina. If, in the normal course of events, colleges cannot have football teams without employing players, then it would be better not to have football at all. The usual alibi that one college must hire players because another is doing it is mighty poor defense.

"How many colleges and universities are there in this country that follow the edict issued by President Snyder relating to football players? Football may be regarded as the last citadel of amateur sport by gentlemen—but we have a suspicion that this will not be for long. The game is well on its way to commercialization. It is bound to follow the route of all other sports. It will be dragged through the mire of commercialism and become the toy of the gamblers."

The editor some weeks ago suggested if football became as highly professionalized as baseball it would decline as an amateur sport. He was more or less widely quoted as saying that football was doomed. He did not make this prophecy and in fact does not believe that professional football will ever succeed on the same scale that professional baseball has succeeded. At the same time it behooves the school and college men to do what they can to discourage their athletes from forsaking their educa-

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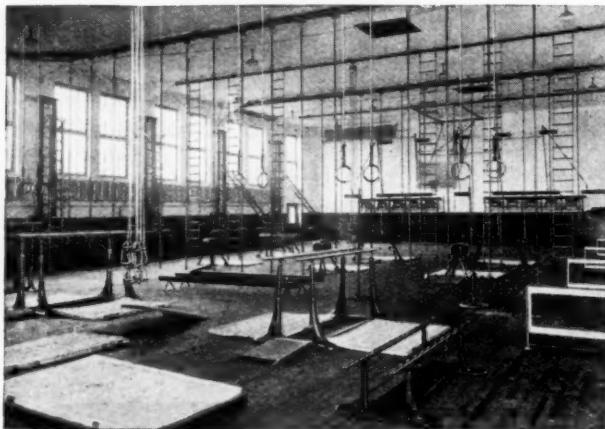
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tional careers for the sake of playing professional football. This advice is desirable both from the standpoint of the boys and the standpoint of the game itself. The Riverside, California, Enterprise presents the following thought on this matter:

Professional Football Wanes

"The apotheosis of Mr. Red Grange and the signing up of other college stars to play professional football has been a source of concern to thousands who are moved by a positive affection for the great game which has taken so strong a hold on the imagination of American youth. Football has been so distinctively a school and college sport, played purely for sport's sake, that every previous attempt to professionalize it has been abortive. In sporadic places the public went out to see hired men batter each other up and down the gridiron. But the affections of the public remained constant to the generous boys, competing on the school and college fields.

"The very nature of the game demanded sacrifices that could be made only by the amateur playing for something other than glory or victory or even love of the game itself. That indefinable inspiration called 'college spirit' put into the contests a fascination which no degree of technical excellence could alone have brought to it.

"The ethics of the game are opposed to its being done by hired men. It is more than any other a contest of teams rather than of individuals. The violence and the dangers of it are permissible only because of the utter abandon of the individual to the interests of the eleven. It isn't the kind of thing that seems attractive in one who does it for pay. The rise of professionalism in football would be a distinct menace to the character of the sport and mark the beginning of its downfall.

"Therefore, the Red Grange flare-up was viewed with alarm by hundreds of thousands who would have been pleased to see the young man make a million in the stock-market or as an iceman or any way other than selling something which seemed to belong peculiarly to the University of Illinois.

"But instead of promoting professional football, the Red Grange incident seems to have given it its quietus. Grange has been a fizzle playing for the 'gate.' Major John L. Griffith, athletic commissioner of the Western Conference, which includes eleven of the leading universities in the Mississippi valley, says that the professional managers have played the college stars 'to extinction because of their greed for gate receipts. The games were hippodromed contests played simply for money.'

"And that expresses the common feeling. Professional football if it were to persist would soon have no better standing than professional wrestling or professional foot-racing, both of which are notoriously crooked. If a game is organized primarily for the gate receipts as professional football is it is a certainty that the scores will eventually be made to fit the interests of the box office.

"Without the prestige of great college football names, the professional game would have little pulling power. And the American people are acquiring a conviction that a college career ought to fit a boy for something better than 'hippodroming for the gate.'

The Association of American Football Coaches has become one of the leading organizations that is actively engaged in attempting to improve college

athletics. This is as it should be. The athletic men, that is the men who are coaching and directing athletics in the institutions of this country are chiefly responsible for the administration of the games and should be the leaders in suggesting what changes are necessary for the steady and gradual improvements that should come. The following editorial is taken from the New York City Post:

Football's Future

"The one group of men who give their lives to football are its coaches. They live it and breathe it twelve months in the year.

"It is significant, then, that the Association of American Football Coaches, in its annual meeting, has admitted the 'over-emphasis' charge against the game and taken steps to meet it. It has agreed upon a rigid adherence to the rule against practice before September 15. Only two hours daily may be devoted to football. It aimed a blow against professionalism by barring from its membership any man who plays, coaches, aids or abets the professional game.

"There will be no more 'All-American' teams or players named by these coaches. Thereby they will help to end a custom that long since was overdone.

"Overzealous and fool friends of football have been insisting it be let alone. They clamor that criticisms of its 'over-emphasis' are unfounded. Evidently the men in closest touch with the sport do not agree. They find the rules are sound and make no recommendations for change in the game itself, but they have moved to end some of the abuses that have grown up around it.

"Football has started in to do its own house-cleaning and the coaches are the first to wield the broom. Sincere and thinking friends of football will wish more power to their arms. The coaches have begun something that is up to the colleges and their alumni to finish."

The Chicago Herald-Examiner in its editorial columns recently presented a splendid answer to those who see in sport a peril. Some wise man suggested years ago that if he could know what a man did in the time that was his to do just the thing that he wanted to do he could state definitely what kind of a man the other fellow was. If the American people in their leisure time choose to play golf or tennis or to watch football games is this anything to be deplored? The thinking man will rejoice that as a people we find pleasure in this way rather than after the manner of the people of many other nations:

"Anybody who could doubt that this country showed more interest in sport in 1925 than ever before in its history could doubt death and taxes. And yet the note we hear on all sides is of pessimism. Sport is being overdone. Football is being commercialized; tennis is threatened with professionalism; golf is a menace to business; and so on.

"What all these pessimists forget is that sport is no more interesting to those who have enjoyed it than it ever was; it is only just becoming interesting to more people.

"Commercialism" of football means that whereas five years ago ten thousand people were willing to pay \$2.50 each for a seat, fifty thousand are now willing to pay the same sum. One might as well say the Art Institute was becoming commercialized if its attendance increased five times in five years.

"To say that tennis is becoming professionalized



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means that today a million people want to know how, say, the Davis Cup matches came out, instead of a hundred thousand, as in 1915, and therefore a name like Tilden's is worth to a newspaper ten times what it was ten years ago.

"To say that golf is a menace to business means not that any business man gives it more time than he did, but that twenty times as many business men as ten years ago give it some time.

"Where in this lies the danger? Sports in this country have in the estimation of any one individual who enjoyed it in 1900 the same position it had then; but millions more since then have broadened their interests to include sport. If that is a danger, let us have more perils; let us pray that in the same fashion we may have the peril of music and the peril of art."

There was recently formed in the State of Texas a State Amateur Athletic Federation. This organization is interested in the task of promoting more amateur athletics throughout this great state. In the article quoted below taken from the Houston, Texas, Chronicle it will be seen that one of the principal objects of the federation will be that of promoting amateur baseball. If other states would follow the example of Texas much would be accomplished along the line of reviving interest in the amateur side of a sport that for the last twenty years has been more or less neglected by the amateurs:

New Sport Organization Will Help Out Athletics

"The organization which recently came into existence as the Texas Amateur Athletic Federation plans sports in the state and the stimulating of interest in these sports. At a recent meeting of the organization in Waco, the following were elected officers: Koger Stokes of San Antonio as president; E. L. Dreschel of Fort Worth as secretary-treasurer, and nine vice-presidents, each of whom is given supervision of some branch of athletics, as follows: Baseball, W. A. Kirkland, Houston; tennis, S. B. Adler, Fort Worth; basketball, W. F. Jacoby, Dallas; swimming, R. H. Schultz, Dallas; track and field, R. D. Evans, Fort Worth; croquet, H. D. Crady, Fort Worth; volleyball, A. Shillo, Houston; indoor baseball, Bob Stowe, Fort Worth; horseshoe pitching, H. C. Oliver, San Antonio. The vice-presidents constitute the executive committee of the federation.

"Cities represented at the meeting were Dallas, Fort Worth, Waco, San Antonio, Houston and Wichita Falls, and Koger Stokes of San Antonio presided. Dallas was represented at the meeting by Lee M. Mitchell and R. H. Schultz.

The following story about President Coolidge taken from the Advertiser, Huntington, West Virginia, illustrates the universal appeal of sports:

LOVE OF SPORTS

"A news dispatch sent by a correspondent aboard the special train that was speeding across the middle-west bearing President Coolidge back to Washington after his appearance before the American legion in Omaha announced that the chief concern of the president was the outcome of the initial game of the world series in Pittsburgh. At every stop, he inquired about the progress of the game.

"Baseball is no respecter of persons. In bringing people under its spell, it makes no distinction as to station in life, title, wealth, sex or age. The chief magistrate of the nation is as interested in this great national sport

as the humblest citizen in the land. Going back to his desk and official cares from a pleasant excursion in the west, his chief concern was how the Pirates and Senators were coming out in the world series opener.

"It is well that we have a national sport with such universal grip upon the people. It is a great relaxing agency, and any people needs relaxation, a rest of the mind and body from the serious things of life the cares and exactions of daily toil. Wherever you find a citizenship interested in sports, there you will find an enterprising, hustling, progressive and efficient community. And so it is with a country. Love for clean and lively sports, unquestionably, has had a definite and direct bearing upon the success and progress of the American people as a nation."

The following editorial taken from the Sistersville, West Virginia, Review presents a thought that is worth consideration:

PLAYING THE GAME

"Parents are naturally a bit anxious regarding whether or not their boys shall play football. The game has become so intimately associated with the high school course that it is almost a part of the curriculum. A boy who can 'make the team' almost always wants to do so.

"It is a rough game, but the game of life is also rough.

"We asked Prof. Marston the other day if the game was safe. His face turned a bit serious as the question was put to him. One could imagine that the safety of the boys under his charge is very much on his mind, and concerns him deeply.

"Is it safe for them not to play?" he replied. Ah, there you have it. There is no way for the modern boy to escape peril. In avoiding one peril he may run into another, moral or physical, that is worse. And the discipline he gets from strict training is a big thing to him in after life. The game, with all that it entails, makes for physical well being and vitality.

"Also his activity of mind and spirit, if not given an outlet through a vigorous game, might run into some form of mischief that would lead into moral deterioration and peril.

"The parents who decline to let their youngsters go in for this sport under proper supervision, are not by any means assuring their safety. They may merely be changing the nature of the risk that they take and they may be forcing them into some more subtle danger."

The following editorial was taken from the Daily Iowan. It needs no comment:

The Old Fight

"You're sick of the game? Well, that's a shame,
You're young and you're strong and you're bright,
You've had a raw deal, I know, but don't squeal,
Buck up, do your damndest and FIGHT."

—R. W. Service.

"Five years ago this fall, in a relatively small high school of this state, a football coach tacked that rough jewel of philosophy up on the locker room door where all his men might read. His eleven was only fairly successful, but was famous throughout the state for its spirit and fight.

"Today, that same football coach is training, teaching and drilling hundreds of University of Iowa athletes each year. Today he is ranked as one of the best men in his line of work in the nation.

"And after all, such a thought as those four lines convey, expressed tritely but nevertheless forcefully, would seem to foretell success to all who followed its brotherly advice. Small wonder that the coach has made good. Small wonder every man with whom he comes in contact feels the fire that makes for winning athletic teams.

"Those same four lines might well serve in all walks of life. Our country, our school, ourselves,—all would be bettered immeasurably if each of us took to heart the idea conveyed there—'Buck up, do your damndest and fight'."

Types of Basketball

(Continued from page 10)

two-handed pass and now and then a bounce pass were commonly used.

In the Yakima Valley district, the same type of defense was favored. The men played the ball on offense, did not body check and made very little use of the pivot. The push pass from the waist was highly developed. The outstanding characteristics, according to G. I. Kralowec, last year coach at Cle Elum, this year coach at Porterville, California, was the development of team play, the perfection of long shots, the close guarding on defense and the keen competition throughout the season.

Question: Do the track rules specify that the track shall be level?

Answer: While it has always been assumed that all tracks should be laid out on a level the N.C.A.A. Rules have never clearly so indicated. The correction has, however, been made in the new rules for 1926.

Question: Can you give the names of some of the colleges and universities that have given up baseball as an intercollegiate sport?

Answer: While we do not have a complete list, following are some of the institutions that have announced that baseball will not be conducted as an intercollegiate sport this year: Washington & Jefferson, University of Pittsburgh, Carnegie Tech., Beloit College, Grinnell College, Iowa State College, University of Nebraska, Drake University, Washington University.

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Index to Advertisers

A. S. Barnes & Co.	34
Chicago Gymnasium Co.	44
Circle A Portable Bleachers	33
Converse Rubber Shoe Co.	2
Denver Chemical Co.	43
Dieges and Clust	45
Draper and Maynard	25
Durand Steel Locker Co.	41
P. Goldsmith & Sons	39
Hawkeye Leather Co.	34
Hillerich and Bradsby	35
Leacock Sporting Goods Co.	45
Leavitt Manufacturing Co.	31
Theo. Mayer and Co.	26
Meanwell Basketball Book	41
Midland Chicago Service	40
O'Shea Knitting Mills	Back Cover
Horace Partridge Co.	Inside Front
Pryor Press	21
Rawlings Manufacturing Co.	32
A. J. Reach & Co.	47
The Schmelzer Co.	34
Servus Rubber Shoe Co.	23
A. G. Spalding & Bros.	29
Specialists Educational Bureau	47
Stall and Dean	27
Universal Shoe Repair System	32
Wilson-Western Co.	Inside Back
Wright-Ditson Victor Co.	40
Yalo-Football Game Co.	39

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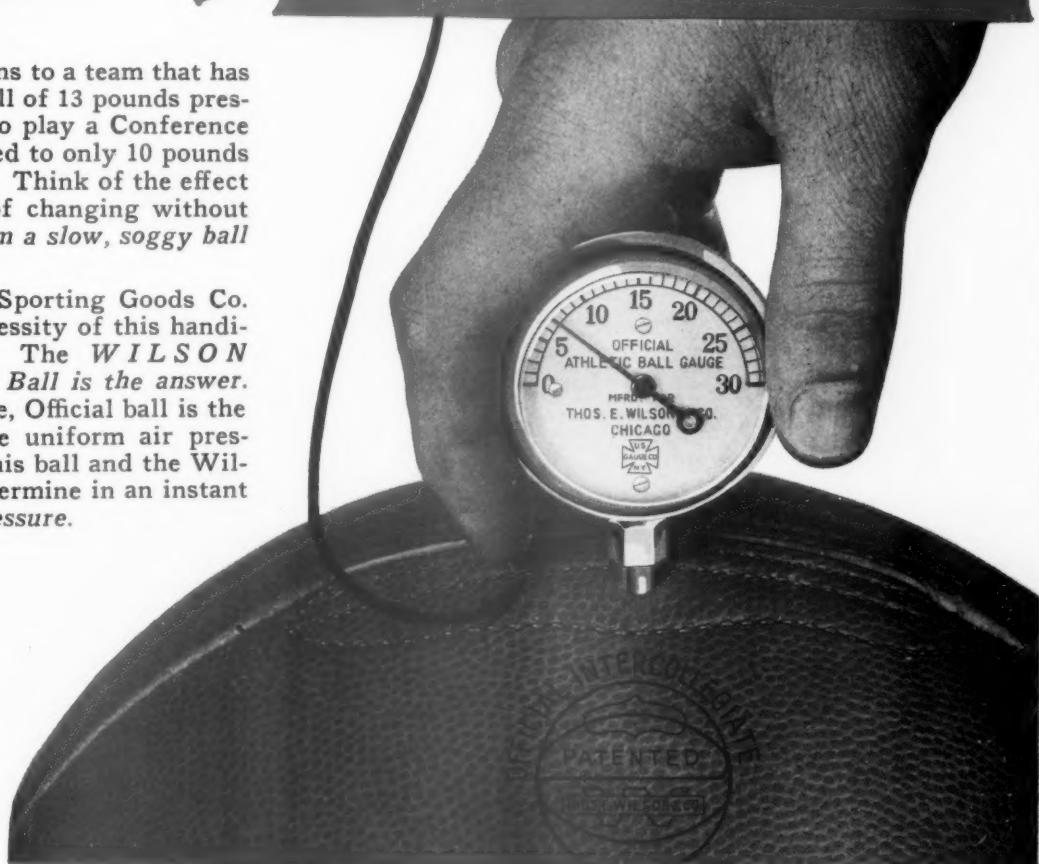
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